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MARCH / APRIL 2004, VOL. 22 / NO. 2

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# Ancestry

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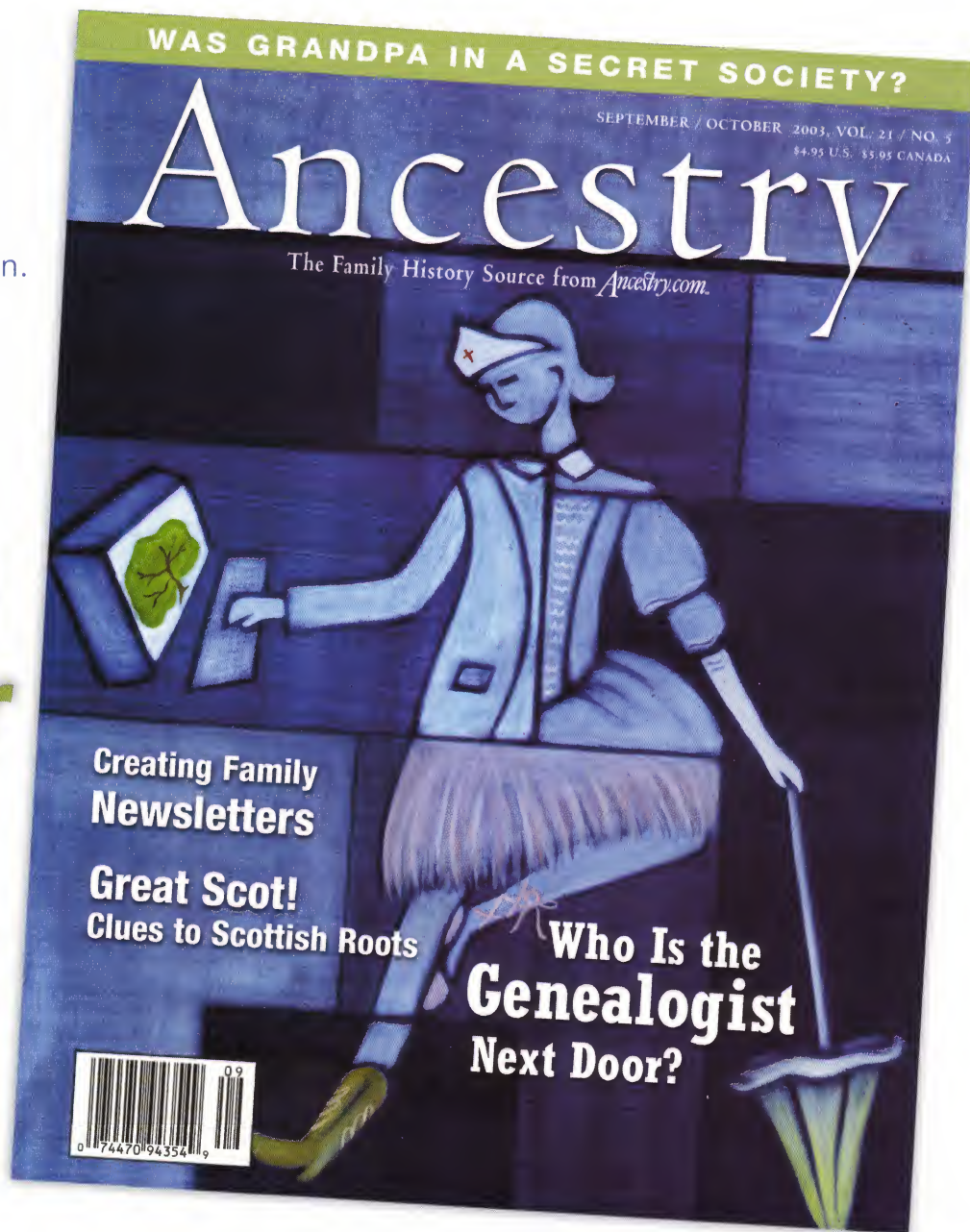


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# Ancestry

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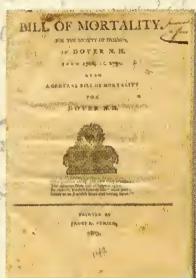
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# We've been collecting data for our website since 1847...

For over 150 years, the **NEW ENGLAND HISTORIC GENEALOGICAL SOCIETY** has been acquiring and preserving unique family history records. Now we are making these records — diaries, manuscripts, tax lists, church registers, genealogies, and more — available online at [NewEnglandAncestors.org](http://NewEnglandAncestors.org).

## NEHGS members can access:

- The New England Historical and Genealogical Register, 1847–1994
- Massachusetts Vital Records to 1850
- The Great Migration Begins: Immigrants to New England, 1620–1633
- Cemetery Transcriptions from the NEHGS Manuscript Collections
- Death Notices from the *New York Post*, 1801–1890
- *Vital Record of Rhode Island, 1636–1850*, by James N. Arnold
- 1740 Ireland Protestant Housekeepers in Counties Antrim, Derry, Donegal, and Londonderry



New databases are added every week.

Visit the premier site for  
New England genealogy  
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and become a member  
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[www.NewEnglandAncestors.org](http://www.NewEnglandAncestors.org)



*A*s I read the wonderful author contributions in this magazine, I was reminded of the richness and diversity of the historical materials that are increasingly available for us to mine for family history. The technological revolution that is taking place right before our eyes is making it possible to locate ancestors and living relatives faster than most of us would have dreamed possible just a couple of years ago.

Though it's possible to trace pedigrees across centuries and continents quicker than ever, I worry that we aren't doing enough to save the history that's around us every day. Our children's children may well inherit a perfectly documented pedigree chart, complete with census and other public record images to prove how they are related to our ancestors, but will they also inherit the stories of the events that are molding the personalities of the present generation?

We may have generated a timeline that will show where and when our ancestors lived and what historical events were going on in their lifetimes, but have we created timelines for our own lives?

Recently, I found a photograph of the back of the house where I grew up. The unmarked picture would mean nothing at all to my grandchildren, but so much of my forgotten past came back to me as I studied it. The milk bottles were by the back door, the wooden lawn chair and the gate my grandfather had made looked brand new, the clothesline where my mom had spent a good part of her life pinning up freshly washed clothes was visible, and I could almost smell again the fragrance of her favorite oleander bushes that were in full bloom when the picture was taken.

If I had taken some time to write when I found the photograph, I could have filled pages with the memories the snapshot evoked. The picture is of a place, but the memories triggered by it are all about the people who lived there—the family who adopted me, and especially the mother who sacrificed so much so I could have a better life.

My daughter Laura recently told me how much her little girls love to see the house where their daddy grew up and the nearby high school where his mother taught for many years. Since my son-in-law's father died when he was only four years old, and his mother died the year before he married my daughter, these places are especially meaningful connections to the grandparents these little girls never knew.

Memories of the homes and communities where we lived as children continue to exert vivid emotional power on us as adults, even though we may be far removed from them by time or geography.

In our haste to document the intervals between birth and death of our ancestors, I'm hoping that we are not neglecting to save our own stories and those of the people and places we know and remember right now.

The stories of lives have the power to bind one generation to another more than any public records of our ancestors. And no one can tell about the present time better than we can. It's time to start writing. ✍



*Loretto A. Szucs*

Loretto (Lou) Dennis Szucs  
Executive Editor  
[lszucs@myfamilyinc.com](mailto:lszucs@myfamilyinc.com)

# Renew Your *Ancestry* Passion for Family History

## Quick Tips for Genealogists

Edited by Juliana Szucs Smith

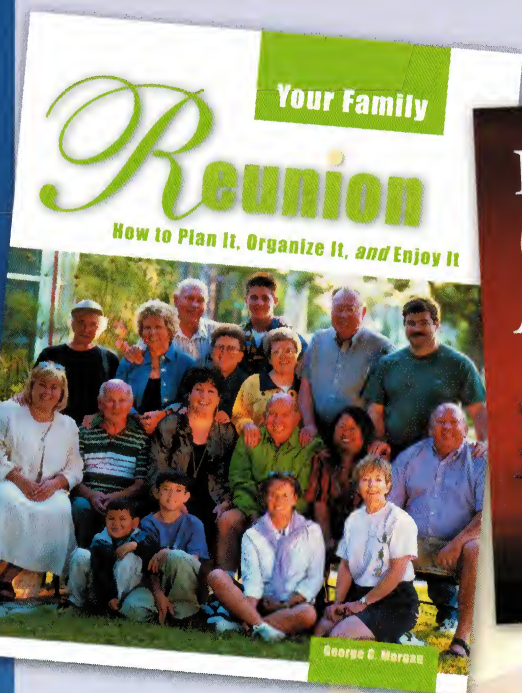
Every family history researcher hits a dead end at some point in their search. Where better to turn than the battle-tested experience of other genealogists? In *Quick Tips for Genealogists* you'll find dozens of innovative solutions originally submitted by *Ancestry Daily News* readers who are breaking down brick walls daily in their efforts to find those elusive ancestors and hard-to-find documents. The book is organized by topic.

**\$6.95**

## Grandma's Memory Book

**\$6.95**

Your life is full of rich stories waiting to be told and *Grandma's Memory Book* is a way to help you share those treasured memories with the ones you love. The book is a series of questions that prompt you to share the information essential for your children and grandchildren to know more about their heritage. The questions are arranged in chronological order: from childhood and adolescence to marriage and retirement. You'll also find pages to list your parents' and grandparents' names.



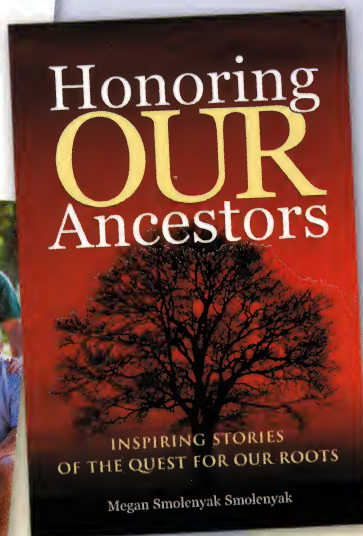
## Your Family Reunion

**How to Plan It, Organize It, and Enjoy It**

By George G. Morgan

This book is a guide for organizing a successful family reunion, from a casual backyard barbecue to a week-long deluxe cruise. Whether this is your first family reunion or your tenth, the keys to a successful event are to plan and organize it, get the people together, and provide opportunities for a variety of memory-making activities. Among the topics covered are getting started with the organization process, determining how to finance the event, deciding where and when to hold it, and creating a simple and effective record-keeping system.

**\$16.95**



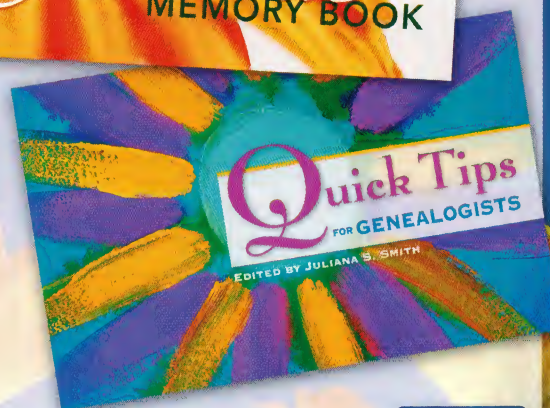
## Honoring Our Ancestors:

**Inspiring Stories of the Quest for Our Roots**

By Megan Smolenyak Smolenyak

*Honoring Our Ancestors* provides fifty stories that hold one common thread—the seemingly endless ways to creatively pay tribute to our ancestors. You'll find stories ranging from building an ancestral ship and quilting a family history, to commemorating an ancestral homeland with a museum and writing music to memorialize the past. The heartwarming stories found within these pages are just what the family historian has always needed. They put life in the names and dates, and give us fifty more reasons to continue researching our past.

**\$12.95**



To buy these and more family history titles, visit <http://shops.ancestry.com> or your local bookstore.



## A Random Act of Kindness

I wanted to write to let you know how touched I was reading the article by Alice Luckhardt that appeared in *Ancestry* ("Recognizing an American Hero," Jan/Feb 2004, p. 62).

I don't know Alice personally, but she has helped me via e-mail to trace my own Kershaw heritage. I lost my uncle Ralph Kershaw on 9/11, and Alice recognized the name and contacted me to see if we were connected through the Kershaw name. Although there is no relation between us, her help has been invaluable to me.

I had come to somewhat of a standstill in my own research due to lack of time and information, but Alice was able to locate the actual ship my great-grandfather came over on, and in turn I have found another Kershaw with whom my great-grandfather was traveling who may or may not be related. In today's world, not many people reach out to one another, let alone someone they don't even know.

Alice's selfless act in helping me locate information on my great-grandfather has brought joy to me and my father in the face of tragedy. It is nice to know that there are people in this world who care.

Aileen Kershaw-Murphy  
Manchester, Massachusetts

## Your Diary Archives

I was quite impressed that *Ancestry* provides details on how individuals

should donate their personal letters and diaries to repositories that collect such material (see Laura G. Prescott's article, "Diaries and Letters of Our Ancestors," *Ancestry*, Nov/Dec 2003).

I hear about people who have actually burned their diaries in the fireplace, and I can never understand why they would want to destroy a historical record of their lives. A diary is a great resource for any genealogist to piece together some family history. All of my diaries are kept either in the Library of Congress, the California State Library (California Section), or in a time capsule buried at Big Bend National Park. The California State Library has stored my diaries in a safe area of the library and I have requested that they be sealed from public view until my death.

Check your state library/archives to see if it will store your family diaries. The library may also be willing to take any copies of family photographs and personal letters you may have.

It is important to record all family information and place it in a public repository, in case of fires and other natural disasters. We must think of the future and of the researchers who will find our diaries, photographs, and personal correspondence valuable to them.

Paul Dale Roberts  
Elk Grove, California

## Print-on-Demand Publishing

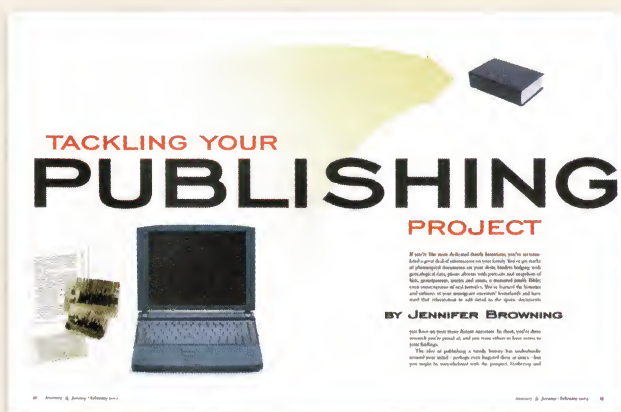
I've been doing research on my ancestors now for more than two years and have summarized my work in a book that I've written entitled *The 1,000 Year History of a New England*

Family. I've been trying to find an inexpensive way to publish the book as it probably would only be of interest to my family.

I've traced the ancestry of all four of my grandparents and found almost all of their families. They settled numerous towns in Maine and Massachusetts and most came from families with historic ancestors in England, including the Plantagenets.

I could just Xerox twenty copies of the 100-plus pages, but would like to do something better that could be passed on to future generations. Any ideas?

Charles "Fred" Stubbett  
Waterville, Maine



Please see the Jan/Feb 2004 issue of *Ancestry* for an article on publishing your family history ("Tackling Your Publishing Project," by Jennifer Browning, p. 22). The article details the latest advances in digital book printing. We're confident you'll find print-on-demand publishing a viable option for your needs. —eds.

## Readers' Voices Question

**What advice would you give to a new family historian?**

Please e-mail your response to Readers' Voices <editoram@ancestry.com>.

# What's New at MyFamily.com, Inc.

## Every-Name Index Complete for 1870 U.S. Census

Ancestry.com recently completed its posting of an every-name index to the 1870 U.S. Federal Census. The project links more than 40 million records to their corresponding census images. This is the first ever every-name index to the 1870 U.S. Federal Census.

The every-name index allows users to search for the names of spouses, children, and siblings when the head of household is unknown. Because the index is linked directly to the images, once a name is located, learning whether the rest of the family matches up is only a click away.

## More Census Indexes

Also, Ancestry.com has begun posting the first ever every-name 1860 census index complete with slave schedules. It is estimated that the index will reach completion by the end of April 2004.

In addition, Ancestry.com is replacing the current AIS indexes with its own new indexes for the years 1800–1850 (the 1800 and 1810 indexes are already online, and the others will soon follow).

## 1871 England and Wales Census Records

Ancestry.com recently began releasing the 1871 England and Wales Census. The first release

includes over 300,000 names, with linked images. The Isle of Man and Channel Islands are complete, along with several counties in Wales. Ancestry.com will continue to release census records from Welsh and English counties every week until all 27 million names have been released.

The 1871 England and Wales census has never before been available on the Internet. It is available exclusively in the United Kingdom and Ireland Collection at Ancestry.com. For more details, visit <[www.ancestry.co.uk](http://www.ancestry.co.uk)>.



## Passenger Lists in the U.S. Immigration Collection

The U.S. Immigration Collection, which was launched by Ancestry.com in December 2003, has completed the every-name index, with links to images, for the New York passenger lists from 1851 to 1891. More than 11 million names are included in this unique collection of records on U.S. immigrant ancestors. To learn more, visit <[www.ancestry.com](http://www.ancestry.com)>.

## New Obituary Collection at Ancestry.com

Ancestry.com recently launched the Ancestry Obituary Collection, which is included as part of the U.S. Records Collection subscription. It is also accessible to Historical Newspapers and Starter Collection subscribers.

The Obituary Collection currently includes more than 1 million names, and provides source information and links to the full obituary text. It contains rich narrative "life sketch" information, including names, dates, and places.

Obituaries often identify relationships of the deceased as child, sibling, parent, grandparent, etc., to numerous other individuals.

Every word in the obituary is indexed. Users can search by age of deceased and name of survivors via the "other person" name field. Additionally, users can create an "Obituary Hunter," which will send e-mail notification of any new obituaries that match

specified search terms.

If you're searching for a recently deceased ancestor, a living relative who might be mentioned in an obituary, former classmates, or neighbors, the Obituary Collection at Ancestry.com is a great place to start. Subscribers can access the Obituary Collection from the Search Records tab on Ancestry.com, or by visiting <[www.ancestry.com/search/obit](http://www.ancestry.com/search/obit)>.

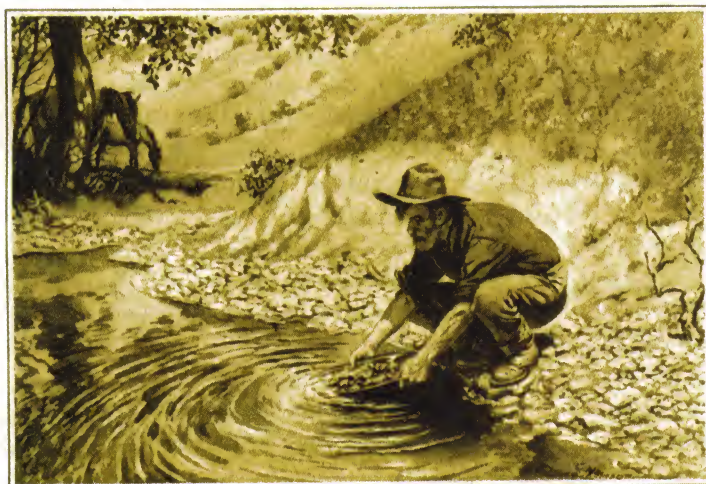
## NGS CONFERENCE IN SACRAMENTO

In January 1848, James Marshall made history when he discovered gold in California. On 19–22 May 2004, family historians will gather in Sacramento to network with other genealogists, learn new genealogy skills, take part in research opportunities—and hopefully discover their own research “gold.”

Genealogy experts who will lecture at this year’s conference include Kip Sperry, Elizabeth Shown Mills, Paula Stuart Warren, John Philip Colletta, Kory Meyerink, Patricia Law Hatcher, Elizabeth Kelley Kerstens, and many more. California’s history, including the gold rush, the movement West, and the impact of the railroad, will be the focus of numerous presentations. Other lectures will cover a variety of topics from creating a family health history to using land records.

When conference guests are not attending lectures, the bustling city of Sacramento will keep them entertained with tours of gold rush sites, the state capitol building, and Sutro Library. During free time, visitors may also attend an “animal encounter” lecture at the Sacramento Zoo. Those willing to travel around the area may want to visit the Jelly Belly factory in Fairfield or the Railroad Museum in Folsom.

To learn more about traveling to Sacramento for NGS Conference in the States, visit the conference website at [www.eshow2000.com/ngs](http://www.eshow2000.com/ngs).



## Intensive Genealogy Study Program in Washington, D.C.



The National Institute on Genealogical Research (NIGR) will take place from July 11th through the 17th at the recently renovated National Archives building in Washington D.C. This intensive research program is intended for experienced genealogists, archivists, historians, and librarians; it is not an introductory genealogy course.

In addition to taking part in research and seminars at the National Archives building, attendees will take a day trip to Archives II in College Park, Maryland. Also, optional evening sessions will take place at the Local History and Genealogy Room at the Library of Congress and at the National Society, Daughters of the American Revolution Library. The conference schedule includes ample personal research time mingled with presentations on civil war records, railroad records, U.S. Marine Corps records, board certification, and more.

Enrollment is limited to ensure in-depth training for all attendees. For those who apply by May 15th, tuition is \$325. Applying after May 15th will cost \$355. For more information about the 2004 NIGR program, visit [www.rootsweb.com/~natgenin](http://www.rootsweb.com/~natgenin) or e-mail [NatInsGen@juno.com](mailto:NatInsGen@juno.com).

# A FAMILY TREE FIT FOR THE GODS

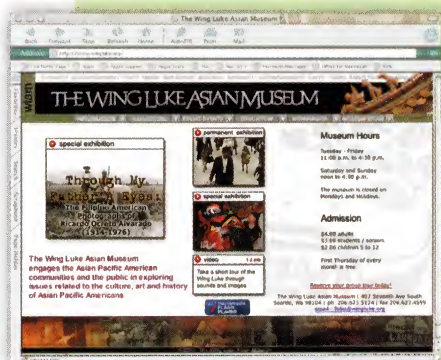
In ancient Greek culture, aristocrats who were believed to be descended from the Greek gods and goddesses were considered exceptionally privileged. The Greek gods offered an explanation for how the world was created, and they helped the ancient Greeks better understand such human characteristics as love, jealousy, anger, and devotion. Today, we recognize the powerful impact Greek mythology has had on music, art, and literature.

Because the Greek gods' family tree is one of the most interesting and complex in existence, Vanessa James has recently compiled the *Genealogy of Greek Mythology*, a seventeen-foot-long chart that folds neatly into the form of a hardback book. The book is an extensive pedigree chart that includes stories, maps, and pictures. Charts clearly explain the often difficult-to-trace relationships between the gods and mortals; maps show the siege of Troy by the Greeks; and artwork allows the reader to explore artists' renderings of these famed gods and goddesses. Brief biographies of the more famous gods explain why Atlas carried the heavens on his shoulders, who finally beat Atalanta at a foot race, and how Penelope evaded her unwanted suitors.

For information about the *Genealogy of Greek Mythology*, visit the book's website at <[www.genealogyofgreekmythology.com](http://www.genealogyofgreekmythology.com)>.

## THE GENEALOGY OF GREEK MYTHOLOGY

AN ILLUSTRATED FAMILY  
TREE OF GREEK MYTH  
FROM THE FIRST GODS TO  
THE FOUNDERS OF ROME



## Seattle Museum Presents History of Asian Americans

The Wing Luke Asian Museum (WLAM) in Seattle, Washington, features exhibits that teach about Asian American culture. Wing Luke, the museum's namesake, immigrated to the United States from China when he was a child. As the first Asian American to be elected to a political office in the Pacific Northwest, Luke worked to ensure civil rights and cultural preservation. The focus of Luke's life closely follows the main goals of the museum named for him.

One Song, Many Voices, the museum's centerpiece exhibit, relates the history of the Asians' and Pacific Islanders' immigration to Washington State. Stories culled from ten groups of immigrants (Cambodians, Chinese, Filipinos, Japanese, Koreans, Laotians, Pacific Islanders, South Asians, Southeast Asian hill tribes, and

Vietnamese) are woven together to illustrate the determination and bravery of all these Asian men and women.

Through 11 April 2004, WLAM features Through My Father's Eyes, a traveling exhibit from the Smithsonian Institution. The fifty-one photographs in this exhibit depict Filipino laborers who immigrated to the United States at the turn of the twentieth century. WLAM supplements Through My Father's Eyes with artifacts and oral histories from the Pacific Northwest's own Filipino American community.

For more information on visiting these exhibits and numerous others at the Wing Luke Asian Museum, visit <[www.wingluke.org](http://www.wingluke.org)>, or call (206) 623-5124.



# Discover DNA

We have known for some time that DNA links generations. Recently, DNA has helped convict the Green River Killer and proclaim the innocence of the Boston Strangler. But what exactly is DNA? TheTech.org, a website for the Tech Museum of Innovation in San Jose, California, dedicates a portion of its site to a virtual exhibit entitled “DNA: The Instruction Manual for All Life.”

The exhibit explains the science behind DNA. Users can zoom in on a human hand, actually looking into an individual cell’s nucleus where DNA is stored. A brief history lesson describes the main discoveries that led to our current understanding of DNA. Graphics explain how DNA strands line up, and how the four abbreviations A, C, T, and G create the instructions for each person’s unique characteristics. To access this exhibit, visit <[www.thetech.org/exhibits/online/genome](http://www.thetech.org/exhibits/online/genome)>.

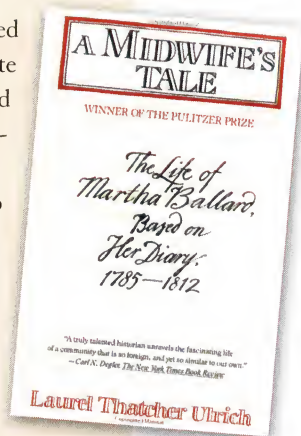


## DoHistory for Everyday People

In 1982, history professor Laurel Thatcher Ulrich discovered the largely forgotten but well-preserved diary of Martha Ballard. This 200-year-old diary had been stored in a vault at the Maine State Library for more than fifty years. Other historians had rifled through Martha's diary and determined that her writings were of little consequence, but Laurel thought differently. Eight years later, she published *A Midwife's Tale*, and later PBS created a historical film about Martha and Laurel's story.

Using Martha Ballard as a case study, the DoHistory website shows would-be researchers how to piece together a personal history. The creators prove what most genealogists already know—each person's life story deserves to be told.

The website offers links just for genealogists that explain how to use various types of records such as deeds, probate records, and gravestones. You can read Martha's diary entries in her own hand, or you can read the transcription. The site also offers a behind-the-scenes look at how the film was made. DoHistory's creators hope that those who use the website will be inspired (and given the necessary tools) to research so-called ordinary people from history. You can view this website at <[www.dohistory.org](http://www.dohistory.org)>.



This photo shows the students at Clifton Ladies College near Cheltenham, England. My great-great-grandmother Clara Christiana Morgan attended the school during the 1860s, and she is shown here with her classmates.

Clara subsequently immigrated to the United States and helped settle the town of Fairmont, Nebraska. She opened the first school there, using the education she had received from CLC.

—submitted by  
Virginia Lee Sammis

## Photo Corner

This photo is of my grandparents, William Perry and Ida Mae Sullivan Cook, and three of my four uncles. It was taken about 1917 in Kansas, and is undoubtedly my favorite photo of my grandmother. She is pumping up the inner tube while the men look on. Actually, she probably told Grandpa that he was doing it wrong and took over!

Ida raised six children on a farm in Kansas, then taught school for twenty years—after the age of fifty. She travelled the world after being widowed in 1953 and visited forty-nine of the fifty states. She refused to go to Hawaii as her son, Corlin, was in the bombing of Pearl Harbor (he survived).

—submitted by Susan Cook Johnson



Would you like to see a favorite photo of your ancestors in *Ancestry*? Now you can submit your photos to Photo Corner. Submissions should include your name, contact information, date of photo, who is pictured, and a short description. Please do not submit a photo of living persons without their written consent. Mail a quality duplicate (no photocopies or originals) to *Ancestry Magazine* 360 West 4800 North, Provo, UT 84604, or e-mail a 300 DPI TIFF scan to <[editoram@ancestry.com](mailto:editoram@ancestry.com)>. Submissions become the property of *Ancestry Magazine*. You will be contacted if your photo is chosen.

## One Tiny Twig

By Dan Rhema. Mesquite Tree Press, 2003. 30 pages, hardcover, \$19.95. Order at <[www.onetinytwig.com](http://www.onetinytwig.com)>.

*One Tiny Twig*, a children's book written by Dan Rhema and illustrated by Michael Leonard, shows how exciting it can be for children to solve family history puzzles. When Emily Twig receives a family heirloom for her fourteenth birthday, she becomes enchanted with the mystery that surrounds the birthplace of Thomas Twigg, her great-great-great-grandfather, the first sheriff of her town.

With the help of her grandfather, Emily searches for information about Thomas Twigg at the cemetery and the courthouse. With her parents, Emily discovers the name of the ship on which Thomas Twigg landed at Ellis Island. Throughout her travels, Emily learns how to build her family tree, one twig at a time.

*One Tiny Twig* can inspire children to begin tracing their own family tree. The book's website at <[www.onetinytwig.com](http://www.onetinytwig.com)> includes information about ordering the book and a downloadable learning packet geared toward elementary school teachers. Many of the suggested activities in the packet could also be completed in families or other groups.

## Family Tree Guide Book to Europe

By Erin Nevius and the editors of *Family Tree Magazine*. Betterway Books, 2003. 288 pages, softcover, \$22.99 plus s/h. Order at <[www.familytreemagazine.com/store](http://www.familytreemagazine.com/store)>.

The *Family Tree Guide Book to Europe* is divided into subsections based on common cultural and political geographic regions. Each subsection discusses the people in the countries of the region, including their dominant religions, the factors that led to migrations, and their likely points of relocation in the United States. Readers then learn what records are available for the region and where to find them. The chapters end with a list of resources, including books, organizations and archives, periodicals, and websites for every country mentioned in the chapter.

Each chapter also offers maps of the profiled countries with major cities and geographical features. Photos illustrate many of the pages, along with simple historical timelines for each chapter. The book also has an appen-

dix of names and addresses of Family History Centers throughout Europe, and an index, which primarily lists names of places (especially countries) and record types.

## Finding Your Roots Online

By Nancy Hendrickson. Betterway Books, 2003. 226 pages, softcover, \$19.99 plus s/h. Order at <[www.familytreemagazine.com/store](http://www.familytreemagazine.com/store)>.

Readers new to online genealogical research will appreciate author Nancy Hendrickson's clear definitions and easy-to-follow instructions in *Finding Your Roots Online*. Her book discusses research basics such as e-mail etiquette, computer definitions, and records that are available online (e.g., military rosters, land and cemetery records, maps, etc.). Her brief review of family history basics includes tips to conducting interviews with relatives, using genealogical forms, and providing source citations.

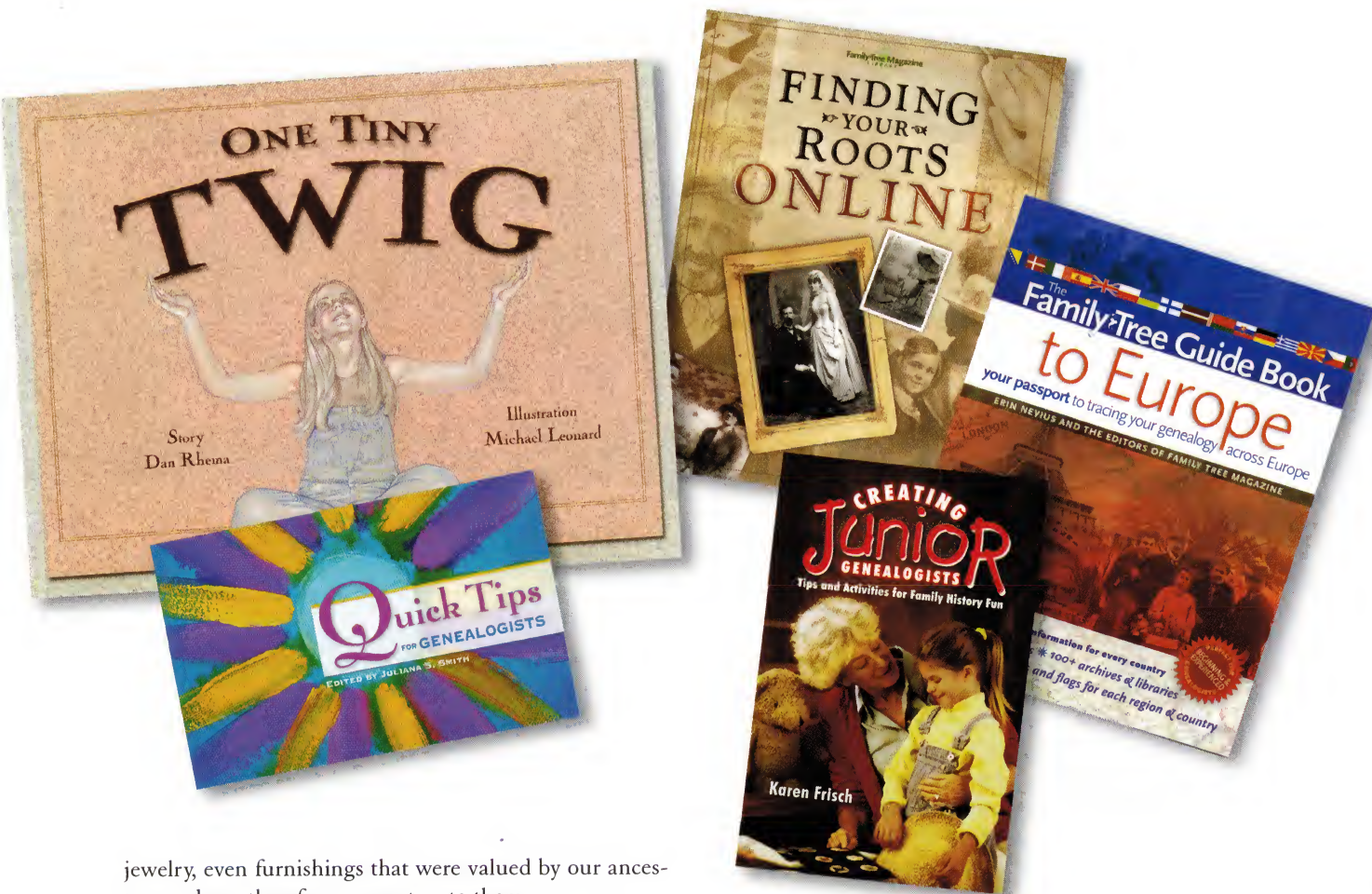
Hendrickson uses her own research experience on the Internet as an example not only to show what is available but also how to make the most of the information once it's been located. The author walks readers step-by-step through four search strategies: using free lineage-linked databases, networking, search engines, and online databases and transcripts.

Starting with FamilySearch.org, the author shows users how to get the most from the IGI, Pedigree Resource File, and Ancestral File. Each search strategy uses examples from Hendrickson's experiences with message boards, mailing lists, search engines, and other online resources.

## Creating Junior Genealogists: Tips and Activities for Family History Fun

By Karen Frisch. Ancestry Publishing, 2003. 120 pages, softcover, \$12.95. Order at <<http://shops.ancestry.com>>.

Author Karen Frisch offers a veritable feast of ideas for parents and grandparents who want to give young family members an appreciation for their ancestors in *Creating Junior Genealogists*. Since children respond to things they can see and touch, she suggests using tangible items that can connect them to the past, like photographs, heirloom



jewelry, even furnishings that were valued by our ancestors and can therefore connect us to them.

Other ideas include telling family stories, creating scrapbooks and photo albums, and writing a family newsletter, which allow family members to spend time enjoyably with one another and also create a bridge to the past. Visits to museums, ancestral homes, even cemeteries, can involve children in an exploration of days gone by. Frisch shows how the Internet, too, can be an irresistible vehicle to transport children into the past with maps, photographs, children-friendly websites, and plenty of family trees to climb.

A bountiful buffet to share with young and old, *Creating Junior Genealogists* is designed to help create a whole new generation of genealogists.

### Quick Tips for Genealogists

*Edited by Juliana Smith. Ancestry Publishing, 2003. 167 pages, softcover, \$6.95. Order at <<http://shops.ancestry.com>>.*

Genealogists occasionally hit brick walls in their research and feel that their family history techniques

need to be revitalized. *Quick Tips for Genealogists* offers helpful hints from fellow researchers that can pull family historians out of their research rut.

Sharing findings with other researchers is a guiding principle of genealogy. Those who find a new obituary record source or photograph collection are eager to pass on their new knowledge. *Quick Tips for Genealogists*, as a compilation of many researchers' favorite family history tips, takes this principle to the next level.

The book contains more than 150 tips that are organized by subject, including living sources, safety and storage, census records, organization, and photographs, and many more. The tips are extracted from those submitted to the popular *Ancestry Daily News* newsletter.

For more family history books and products, visit <<http://shops.ancestry.com>>.

# Creating Junior Genealogists

by Karen Frisch

**E**

very family historian who has experienced the thrill of discovery—whether it's a signature on a legal document, an unknown second spouse of an ancestor, or a letter or photograph—knows how strong the desire is to share that discovery with others. And who better to share it with than his or her own family?

And yet, sometimes our family members don't appreciate these hard-earned discoveries. For some, the desire to know more about their heritage comes with age, and as our children and grandchildren mature, they will gain a greater interest in the past. But what if we can create a spark while our children are young by involving them as we seek for names in old cemeteries or look for clues in old photographs? Many genealogists can trace their interest back to their childhood, to old photographs shared with them by an older relative, to precious heirlooms treasured by their parents, or to family stories repeated again and again.

A child who has previously been uninterested in the past may be intrigued by a television program on the Gold Rush or the Civil War. This can then lead to one of the many children's books on either subject. For some children, correspondence with living relatives may open the door to greater interest in their heritage. Others may respond to the many Internet resources for young genealogists. The suggestions below are only a few of the ways you can spark your child's interest in family history—and get them involved in the process.

## Old Photographs and Artifacts

Old photographs offer one of the easiest and most accessible ways to involve your children in their family history. A family resemblance to a great-grandmother or grandfather

can spark a child's interest in that particular ancestor's life, which may lead to questions about that ancestor's parents, siblings, aunts, and uncles.

You might start with pictures of yourself when you were a small child, particularly those that show you in another environment or doing different things than your children are used to seeing you do. One young girl was fascinated by a picture of her grandmother, at age eight, at an ice skating rink, with the written caption "Just learning!"

A fun family activity is to give your children a stack of unorganized family photographs that each child can delve into and discover. Under your supervision, have your children write the names of the subjects in the photo on note cards to be placed behind the picture. Older children could also place the photos in photo albums and write captions.

You can also make quality copies of your old photographs and frame them to display in your home in a prominent location, storing the originals away from direct light. Audrey Loberti's hallway at home features an antique sideboard lined with sepia-toned family portraits. The old photos invite questions from her seven-year-old daughter who sees pictures of people who are familiar but whom she doesn't recognize. Since children are naturally curious, surrounding them with family photographs is bound to intrigue them and encourage questions.

For many children, these and other tangible articles of the past may be the key to tapping into their curiosity. Items such as old-fashioned hats, costume jewelry, dishes, handkerchiefs, and knickknacks can be fascinating to children, especially if they belonged to somebody in the family. You can also take the opportunity to share stories of the ancestor who owned the item.

When she was fourteen years old, Kristi Brown received numerous personal effects of her ancestors from relatives



# Family History Books for Kids

## (ages 9-12)

Ayres, Katherine. *Family Tree*. Dell Yearling, 1999. Tyler's sixth-grade assignment helps her to uncover her father Jakob's Amish background and his shunning when he married her "English" mother who died at Tyler's birth.

Nixon, Joan Lowery. *Search for the Shadowman*. Yearling Books, 1998. A simple family history project turns into an obsessive hunt for the truth behind an old family feud.

Roop, Connie and Thomas B. Allen. *Good-bye for Today: The Diary of a Young Girl at Sea*. Atheneum, 2000. In 1871 two young children accompanied their father on his ship from Japan.

Bierman, Carol, and Laurie McGaw. *Journey to Ellis Island*. Hyperion Press, 1998. The story tells of a family's flight from Russia in 1922 and the immigration process for eleven-year-old Yehuda who is originally denied entrance because his arm was in a sling and needed to be examined by medical personnel.

Rice, Chris and Melanie. *How Children Lived: A First Book of History*. London: Dorling Kindersley, 1995. Visual approach to introductory history. Very colorful and informative.

## (ages 4-8)

Shelby, Anne. *Homeplace*. Orchard Books, 2000. A rich pictorial history of a home inhabited by six generations of a family. Captivating pencil and watercolor illustrations show simultaneous continuity and change.

Brenner, Martha. *Abe Lincoln's Hat*. New York: Scholastic, 1994. Story of Abraham Lincoln as a young attorney, keeping his important papers in his hat.

Krupinski, Loretta. *Celia's Island Journal*. Boston: Little, Brown and Company, 1992. Taken from the childhood journal of Celia Thaxter, nineteenth-century poet and writer, written on White Island where her father was lighthouse keeper.

Maynard, Christopher. *Incredible Words and Pictures: Knight and Castle*. London: Dorling Kindersley, 1994. Visual approach to medieval history.

Murphy, Frank. *George Washington and the General's Dog*. New York: Random House, 2002. A little-known true story.

Roop, Peter and Connie. *Let's Celebrate Thanksgiving*. Brookfield, CT: Millbrook Press, 1999. Fun combination of facts, riddles, and crafts. Also describes harvest traditions throughout the world.

Hearne, Betsy. *Seven Brave Women*. Greenwillow, 1997. The stories of seven women who helped to build America, beginning with Elizabeth, who lived during the time of the Revolutionary War and came from Switzerland in a ship.

Hest, Amy. *When Jessie Came Across the Sea*. Cambridge, MA: Candlewick Press, 1997. Thirteen-year-old Jessie must leave her grandmother behind in order to come to "the Promised Land" of America where she works for a dress-maker and earns money for her grandmother to join her.

Tarbescu, Edith. *Annushku's Voyage*. Clarion Books, 1998. Two sisters leave Russia to find their father in America.

who were happy to give away old storage boxes of "stuff," which included a school report card from 1916 and an old chauffeur's driver's license. The items instilled in Kristi a desire to learn more about her ancestors.

## Internet

Most children take to computers wholeheartedly, and it could be to your advantage to take their interest and combine it with family history research.

The searchable databases on FamilySearch.org have more than a billion names and the Pedigree Resource File has more than 66 million names. With all these names, it's fairly certain that your child could enter the name of one of your ancestors and find clues to many more. This is also a good opportunity to talk with your child about the importance of documentation and the community of genealogists who are all working on your family genealogy.

Because of the increasing popularity of genealogy and the growing numbers of young genealogists, you'll find several specialized genealogy websites for kids. WorldGenWeb for Kids at <[www.rootsworld.com/~wgwkids/](http://www.rootsworld.com/~wgwkids/)> is a good place to get started. You will find pedigree charts, family group sheets, and other forms that your children can print, as well as ideas for projects, suggestions for e-mail research, and lots of information.

Your children may also enjoy Genealogy Today Junior Edition at <<http://genealogytoday.com/junior/index.html>>. The articles are fun and engaging, and children will find an invitation to submit stories about ancestors and do surname searches.

Don't forget to check out the Ancestry World Tree at <[www.ancestry.com](http://www.ancestry.com)> and RootsWeb at <[www.rootsworld.com](http://www.rootsworld.com)>. Your children may need some help navigating the riches of these resources, but it won't take them long to learn how to accurately search the databases and mailing lists for information on the family.

Cyndi's List at <[www.cyndislist.com](http://www.cyndislist.com)> includes a section for kids you may want to investigate as well. Categories such as maps and passenger ships are fun to explore with your children. Cyndi's List also has a section for Ellis Island that may spark your children's imagination. While our ancestors may have landed at many different ports in America, it is estimated that 100 million Americans are directly related to immigrants who came through Ellis Island. Your children may enjoy looking for ancestors who came through New York between 1892 and 1924.



Similarly, Kinships Prints at <[www.kinshipsprints.com](http://www.kinshipsprints.com)> shows ships that were used from 1890 to 1940. Your children may enjoy seeing the ships their ancestors traveled on, particularly if they have access to journals kept by their ancestors or other passengers.

## Cemeteries

Visiting local cemeteries is another way to combine fun and education in identifying “missing” relatives, matching children with parents and learning the birthplaces of ancestors. Children who are old enough to count can be assigned simple tasks such as counting the number of gravestones from the edge of the road to their great-grandfather’s grave.

As a young mother, Lisa Murdough would pack a picnic and take her children “cemetery stomping.” She would give each child a file card with a surname printed in big letters, and they would all look for that name on gravestones. The children were given a treat for every one they found, and they would spell out the words on the stone as she copied the information into her notebook. “The children got a mini spelling lesson, plus some fresh air and sunshine,” says Lisa. “The research got done, and we all got a bit of exercise and spent the day together.”

Encouraging your children to take an active interest and play a role in your search is an effective way to ensure their continued interest. Family historian Michael John Neill encourages parents to have a picnic, letting children create maps of paths to gravestones, and doing some cleanup work around Great-Grandpa’s plot. You might even recruit an older child to help supervise the younger children and keep

them from getting lost or into mischief. Entrusting your children with responsibility, while inviting their assistance, can give them a sense that they are contributing something of importance to the family.

## Photo Albums and Scrapbooks

Buy your children a photograph album of their own and give them a disposable camera so they can start taking pictures now. When the pictures are developed, sit down together and help your child organize the photos and write captions so the people and events won’t be forgotten. This project may help to interest your child in the family album you are working on.

Older children can assemble your family history into an organized book of presentation quality. Good, well-documented research captured in family charts on computer and double-checked for accuracy can produce a wonderful gift that relatives will treasure. Even a simple version of your family history as far back as it has been traced can be photocopied and stapled together between a simple front and back cover as a gift for family members.

Keeping a scrapbook is also a fun and creative way to involve children actively in their genealogy. Encourage your children to create and keep a scrapbook or scrap box for letters from friends, party invitations, and newspaper articles that mention them or their accomplishments. They may even want to include any papers you might have kept for them from their early years, like drawings they did in preschool, samples of their handwriting from kindergarten, school photos, and Mother’s Day cards in which they were able to sign their name.



Family vacations are the perfect occasion to create a scrapbook. Be sure to bring extra film, and keep all your mementoes and souvenirs in one place so they will be easy to find when you get home and are ready to start your scrapbook. Children could also take turns keeping a family diary to describe each day's events.

## Letters and E-mail

When Jennifer Gibson was ten years old, her mother asked her to write to her cousins in Switzerland. Jennifer resisted the idea. "I knew them all," she recalls. "They came back to the States every year, but I didn't know what to say to them."

Still, her mother wanted her to write, so Jennifer started writing her cousins every Christmas and once during the year. Exchanging letters allowed her to grow up with them and to savor significant changes in their lives. Now, two decades later, Jennifer is grateful her mother insisted upon the correspondence.

Whether your relatives live abroad or in another state, writing letters (and receiving them) can help your children create lasting ties with distant family, and learn more about their family history in the process. Handwritten letters are more time-consuming than a letter written on a computer, but many people still prefer the handwritten letter and feel it is more personal.

Once a correspondence has been initiated, encourage your child to keep writing. A simple correspondence can lead to enduring and meaningful friendships.

Although some people may feel that electronic methods are less personal, the speed and convenience of e-mail has made it increasingly popular. In addition, you can scan and attach photos, order fun e-cards, and even send sound files, all of which can make e-mail more enjoyable and personal. Fax machines are also a good option. Mary Allard, an imaginative and determined grandmother, bought a pair of fax machines for herself and her son's family. Now she sends notes, mazes, riddles, and pages from coloring books for her grandchildren to color. The children happily fax their artwork to her in return.

Some grandparents record themselves reading a book on audiotape or video. Sending a tape and book to the grandchildren is a gift that comes complete with Grandma's voice. This is also a good way to prepare children to meet relatives for the first time or to help long-distance families keep in touch. That way, when young children see their grandparents again after a long separation, voices and faces are dear and familiar.

## Family Newsletters

Family newsletters help you to stay in touch with relatives in other areas of the world by sharing news on a regular basis, and they can provide opportunities for your children to learn about their family history as well. A newsletter can contain family stories and traditions as well as notices of birthdays and other events of importance.

Involve your children in the process of creating and sending out a family newsletter. Let your children write

# For many children, family photos and other tangible articles of the past may be the key to tapping into their curiosity.

about your traditions as a family or interview the family matriarch. They can also research and write brief articles about an ancestor's profession, home, or country. A byline and a picture can help motivate your children to help with the newsletter.

Preparing the newsletter will provide many additional benefits for your children as well. Typing up the information and laying it out on the computer will expose them to both genealogy and computer technology.

Today's desktop publishing programs make it easy to produce an attractive, appealing newsletter. Use headings and clip art to highlight special events, activities, accomplishments, and birthdays. Make your newsletter fun and creative. Your children will learn about their ancestors, get to know their living relatives, feel pride in their accomplishments, learn new skills, and have fun at the same time.

## Local Museums

With hands-on displays and changing exhibits, museums always feature something new for children. Museums, particularly those that focus on local history, are likely to contain something of interest to your children that can be related to your own family history. When you take your children, connect the visit as much as possible to the history of your family.

Photographs of people, uniforms from various wars, and old musical instruments can all bring vividness to the past that documents can't capture. If your family has lived in the area for several decades, the items in the museum may show aspects of your ancestors' lives, their clothing, cooking utensils, and treasures. The museum may even have artifacts that belonged to a high-profile ancestor who lived in the area.

Museums that collect, preserve, research, and interpret a city's history can be a source of delight and discovery to children. If your great-great-grandfather was a clock maker when he emigrated from Switzerland, visit a clock museum. The setting alone will give children a feeling for what it must have been like to work as a clock maker.

Many museums focus on the unique cultural heritage of a particular region, with holdings that represent the lives of our immigrant ancestors. They may also sponsor classes and activities particularly geared for children. One state historical society runs a series of week-long history camps with morning or afternoon sessions for children entering grades

four through six. The four-hour sessions include historic games, crafts, stories, tours, and related activities. Camps like this offer idyllic summer afternoons spent enjoying the amusements of earlier times.

As you introduce your children to their ancestors using these ideas, you will get to know their interests and abilities better, which will help you find other ways to make family history more intriguing and exciting for them.

Identifying their interests will make a big difference in the way you introduce family history and in the way your children and grandchildren respond. Remember to exercise creativity, ingenuity, and patience; children have different personalities, likes, and dislikes. Often their own interests and hobbies can change from year to year as they mature and are exposed to new ideas and people. If they are slow to respond to one activity, try another. With persistence and innovation, you can help your children learn to appreciate their ancestors. ♪

*Karen Frisch lives in Rhode Island with her husband, their two daughters, and their dog. She is a frequent columnist to the Ancestry Daily News and the author of Unlocking the Secrets In Old Photographs (Ancestry, 1991) and Creating Junior Genealogists: Tips and Activities for Family History Fun (Ancestry, 2003).*

## Websites for Kids

### Genealogy for Kids

<[www.geocities.com/EnchantedForest/5283/genekids.htm](http://www.geocities.com/EnchantedForest/5283/genekids.htm)>

### Genealogy Spot

<[www.genealogyspot.com/features/kids.htm](http://www.genealogyspot.com/features/kids.htm)>

### Genealogy Today—Junior Edition

<<http://genealogytoday.com/junior/>>

### History Mystery


<<http://teacher.scholastic.com/histmyst/index.asp>>

### You Be the Historian

<<http://americanhistory.si.edu/hohr/springer/index.htm>>

### Walk Through Time

<[www.bbc.co.uk/history/walk/](http://www.bbc.co.uk/history/walk/)>



# Sharing Heirlooms with Children

by Loretta Evans, AG

**M**y husband and I have a number of family heritage items stored in our house. I know the stories behind the things from my side of the family, and my husband can tell about his inheritance, but it occurred to me recently that if both of us should die unexpectedly without telling our children about these heirlooms, our children and grandchildren would not be able to appreciate what we have left for them.

This thought was brought home forcibly to me when I made a presentation to my daughter's fifth grade class about family heirlooms. I told the class how my father had sold Cloverine Brand Salve door to door when he was in the second grade. He earned enough "points" to buy his mother a set of dishes. As the only daughter, I inherited what is left of the set. They were inexpensive dishes in the 1920s, and many pieces of the original set are now missing or chipped, but they mean everything to me. My father's family was poor, and the dishes represent one of the few luxuries my grandmother possessed.

After my presentation, my daughter told me that she had never heard the story and didn't even know the dishes existed. I had kept the dishes on a high shelf, not easily accessible and out of sight, because they were "too good to use."

As another example, after my father-in-law's death, we found a beautiful porcelain vase covered with hand-painted roses high on a kitchen shelf. My sister-in-law inherited the vase, which we guessed was made about 1900. When she spoke with her aunt about it, my sister-in-law discovered that the vase had been a wedding present to her grandparents in 1909.

Suddenly it was more than a pretty item; it was a precious family heirloom.


These experiences taught me how important it is for children to be exposed to their heritage through family heirlooms—even though they may be too young to know how to properly care for them.

With supervision, a child could be allowed to see or hold an item that belonged to family members long ago; a parent could then explain its history. Perhaps once a month parents could stage a "Heritage Night" and bring out one or two heirlooms that belonged to an ancestor and describe what is known of that ancestor's life. Grandparents could show visiting grandchildren a few heirlooms at a time so that every family member would know what treasures are in the old trunk or cedar chest and what makes them special.

If adults show care for the items, children will learn that these things are precious to the family, and they will grow to love and appreciate them as well.

Our family is currently in the process of creating a computer database that includes pictures of our family heirlooms, paragraphs about their histories, and notations of where the items are stored in the house. The children are helping to photograph the items so they can have more exposure to the heirlooms and their stories. This way we hope that our children and grandchildren will understand the value of what they will inherit.

A video could also be useful. You could create a lasting visual image of each valued item and give a description of its history at the same time. The archive could then be stored in a safe deposit box or other secure place outside of the home, in case the heirlooms are destroyed by fire or flood.

Our children need to know their heritage and it's up to us to care for our heirloom possessions properly and share them at appropriate times. That way our children will not miss this vital connection to their past. 

*Loretta Evans, AG, specializes in Midwestern United States research. She is a freelance writer and lecturer with more than thirty years of research experience. Loretta serves as public relations committee chairman for the International Commission for the Accreditation of Professional Genealogists.*

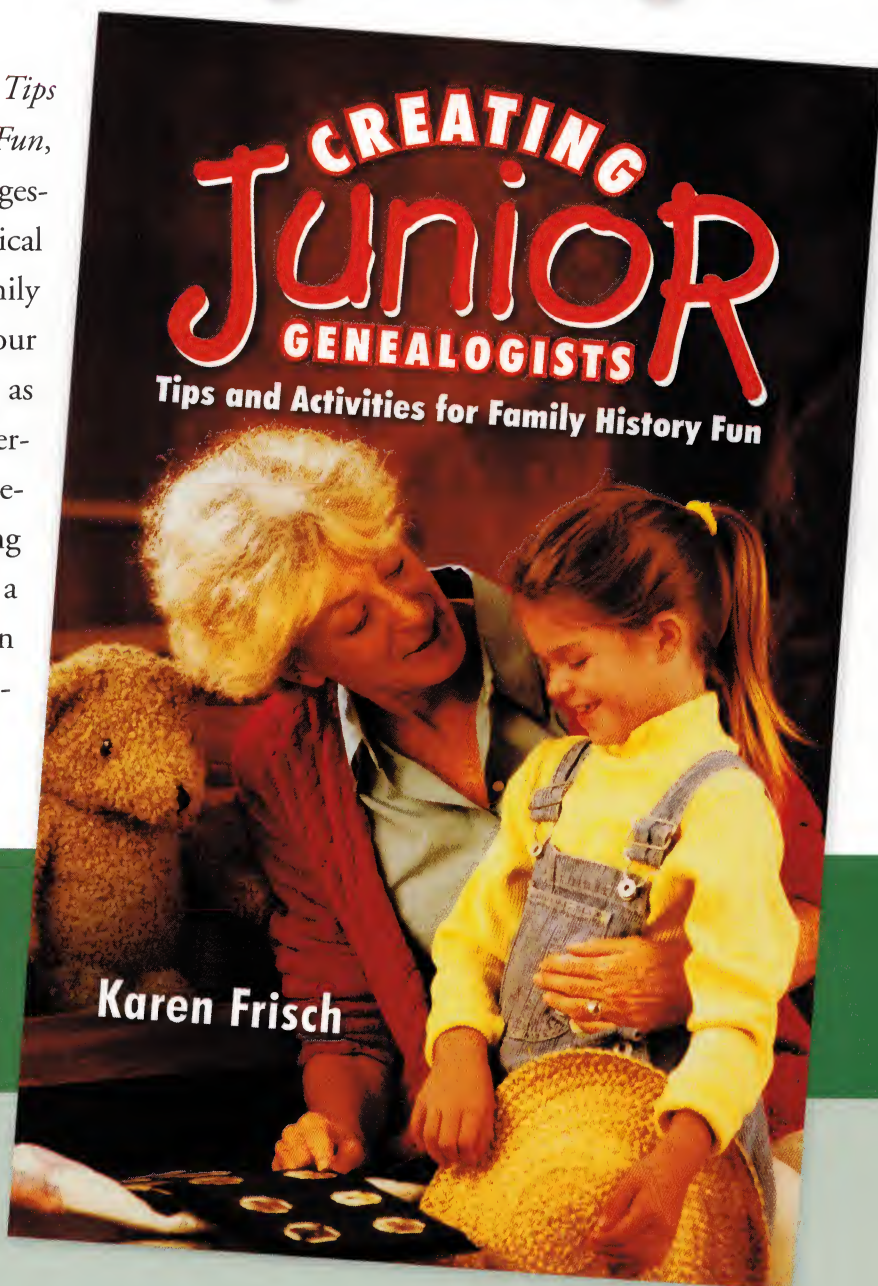
New from Ancestry Publishing

# Spark Your Children's Interest in Their Family History

**I**n *Creating Junior Genealogists: Tips and Activities for Family History Fun*, Karen Frisch offers numerous suggestions that range from watching historical videos together to creating a family scrapbook. You'll learn how to teach your children basic genealogical tasks such as starting a family tree, exploring cemeteries for names and dates, and finding records on the Internet. Even your young children can get involved by writing a sentence or two in a family vacation diary or helping to sort family photographs of the trip.

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Millions of family history enthusiasts around the world use RootsWeb.com to expand their research, share their accomplishments, and request help from fellow researchers. And no wonder. RootsWeb hosts the largest and most comprehensive collection of free genealogical resources available on the Internet.

Originally begun as a forum for genealogists to exchange e-mail via mailing lists, RootsWeb was founded by genealogists during the early days of the Internet in 1987. Today RootsWeb has grown far beyond its initial expectations into the largest grassroots genealogy community in the world.

In addition to the popular user-contributed databases, RootsWeb offers thousands of mailing lists and message boards, a free newsletter for genealogists, and even access to server space so you can set up your own family history website. Everything at RootsWeb is available free of charge and, most importantly, RootsWeb is a place for family historians around the world to share their work and connect with each other.



# Your Guide to RootsWeb

by Myra Vanderpool Gormley, CG





Among its various offerings, RootsWeb is perhaps most well-known for its databases, family trees, message boards, and mailing lists—all submitted, maintained, and organized by family historians like you.

“Where do I begin?” new users sometimes ask when they are faced with all the options available at RootsWeb. Begin with the most popular features listed here, and move forward from there. Without a doubt, you’ll have plenty to do!

## User-Contributed Databases

The user-contributed databases are among the most unique offerings at RootsWeb. More than 11 million names appear in these files and the collection continues to grow.

Each data collection offers unique and valuable material that is available nowhere else, although few collections are comprehensive in names, records, and time frame.

The databases are divided into categories that range from book indexes and church records to mortality schedules and Native American records. You will also find databases organized by locality or ethnic group.

Searching from the homepage will allow you to search dozens of databases at once or you can choose to search just one collection at a time.

To learn how to submit your own databases to RootsWeb, click on the “Contributing Your Database to RootsWeb” link on the homepage.

## Mailing Lists

Whether you are a new researcher or a more experienced one, you can jump-start your genealogical research by subscribing to one or more of RootsWeb’s 27,000 genealogy-related mailing lists on surnames, U.S. counties and states, other countries and regions, ethnic groups, and other topics.

A mailing list is like an e-mail party line: every message that a list subscriber sends to the list is distributed to all other list subscribers. Subscribing to a mailing list is one of the best ways of connecting to people who share your interests. If you do not find a mailing list covering your topic of interest, you may decide to start one.

Mailing lists may introduce you to cousins and other relatives who are working on the same branches of your family tree or who have connecting lines. While looking for information about my ancestors, I met a distant cousin through a locality mailing list. When her grandmother died, this cousin had discovered a trunk full of old photos and letters, letters that my great-grandfather had written to his wife’s family back in Kentucky with news about their young family and their everyday life in Arkansas in the late 1880s and early 1890s.

You may find some cousins who just happen to have old family Bibles, letters, photographs, or genealogical material that they or their relatives have compiled and are willing to share. One of them may even know Great-Auntie Gertrude, who has a cache of documents and priceless family stories.

Many brick walls are broken down through RootsWeb’s mailing lists. For example, one day I was browsing a surname mailing list and saw a query that a new researcher had posted. Within an hour I was able to send him nine generations of his Dutch-American ancestors. This kind of sharing happens everyday on RootsWeb’s mailing lists.

You’ll find mailing lists devoted exclusively to the descendants of a specific individual as well as lists to provide technical help with RootsWeb resources, computer software, and general computer and Internet troubleshooting. The various volunteer organizations hosted by RootsWeb also have mailing lists. Most of these lists have long-time subscribers who will willingly answer your queries or direct you to someone who can.



You may also find unexpected answers in the mailing list archives. The archives hold the content of years of discussion on the mailing lists by family historians who have researched the subject matter of these various lists. The archives of the mailing lists are both browseable and searchable. Under Mailing Lists on the home page archives, just click on "Threaded Archives" for browseable archives or "Interactive Search" for searchable archives.

## Message Boards

A message board is a computerized version of the old-fashioned bulletin board. There are more than 140,000 message boards on RootsWeb related to surnames, localities, and other topics. Type the name of the board you wish to locate into the "Find a Board" box. Select the Soundex option if you are searching for a surname board and are unsure of the spelling or are interested in variant spellings of the surname.

When you post a message to a board, others who are researching the same individual, locality, or subject can find you. To make your messages understandable, use the subject line to identify the content of your query, for example, "Seek parents of John Kelly, born 1842, Clay County, Kentucky." Maiden names are commonly placed in parentheses. Remember to make your subject complete, concise, and specific. Avoid vague subjects such as "genealogy" or "looking for my grandfather."

Since message boards are read and used by researchers around the world, don't assume that everyone knows what your abbreviations mean. Not everyone knows where or what "SF, CA" is. Spell it out so there's no room for doubt.

To use the surname box, enter only the surnames included in the message. Separate each surname with a comma (the search is not case-sensitive). List surnames with common spelling variants such as Wood and Woods, not as Wood(s) or Wood/Woods.

## Volunteer Projects Hosted at RootsWeb

Along with its variety of offerings, RootsWeb hosts several large volunteer projects. You can visit any of the projects by clicking on the link at the RootsWeb homepage.

- **USGenWeb** is a volunteer organization that works together to provide Internet websites for genealogical research in every county and state in the United States. This project is non-commercial and fully committed to free access for everyone.
- **WorldGenWeb** is similar to USGenWeb, but its scope is broader. It is a nonprofit, volunteer-based organization dedicated to providing genealogical and historical records and resources for worldwide access.
- **FreeBMD** aims to transcribe the Civil Registration index of births, marriages, and deaths for England and Wales and to provide free Internet access to them. It currently features more than 71 million distinct records.
- **FreeREG** provides free Internet searches of baptism, marriage, and burial records that have been extracted from the parish registers and non-conformist church records in the United Kingdom.
- **Cyndi's List**, though not organized by volunteers, is a categorized list of links to thousands of genealogical and historical websites.



## Cool Tools

- **Soundex Converter**

The soundex converter gives you the Soundex code to any surname you enter. It also shows other surnames that share the code.

- **Find-a-Place**

Do you know the name of an ancestral U.S. town or city, but not the county? Just type in the name of the town or the city at Find-a-Place to learn the modern-day county location.

- **U.S. State Resources**

Browse for information by locality to discover sources and records you may have overlooked or never considered. Arranged by state, you'll find information and links to many locality-specific sources.

- **Post-Em Notes**

Add a Post-em note to the Social Security Death Index (SSDI), WorldConnect, or other databases at RootsWeb. A Post-em allows you to attach your e-mail address, a link to another website address, or other information to a record in a database.

- **RootsLink**

Add a link to your RootsWeb-hosted website using RootsLink, RootsWeb's website registry. Users can link their website to any relevant surname, county, state, and/or country resource cluster.

## WorldConnect

In 1999, after RootsWeb staff members and users submitted 5.5 million records during a four-week beta-testing period, the WorldConnect project came into being. It currently has more than 316 million records and continues to grow.

The WorldConnect project, one of the most popular features at RootsWeb, is a database of family trees submitted by thousands of mostly amateur family historians. It is the single largest collection of family trees on the Internet. Submitters create their GEDCOM files, submit them to WorldConnect, and WorldConnect displays the charts and reports derived from the information included in the GEDCOM file. Users can view the information in a variety of formats: descendancy, pedigree, ahnentafel, and register.

Submitting your files to WorldConnect can have hidden benefits for you as well as for others. For instance, if your genealogy files were to become lost or corrupted, you could always download your own GEDCOM files via the "Retrieve GEDCOM" button on the WorldConnect setup page. All you need is your database password and user code. Also, when you are away from your home computer—at the Family History Library, for example, or at your hotel accommodations—you can easily view or download your GEDCOM from the Internet. Your files are always available!

## RootsWeb Surname List

The RootsWeb Surname List, or RSL, is a registry of more than 1 million surname entries submitted by more than 250,000 online genealogists. Here, you can post your family's surnames that you are currently researching. Given with each surname are dates (or a pertinent time frame), locations of where the families lived, and information about how to contact the person who submitted the surname.

The RSL is one of the primary tools on RootsWeb that genealogists use to contact each other and share information. Want to find out who else might be researching your family line? Check RSL and don't forget to add your information to it so others can find



you. If you are researching a family with the same surname, in the same area, and in a similar time frame, you might find it useful to contact the person who submitted the surname to share and compare notes. Just click on the submitter's "nametag" to learn how to contact them. Some submitters have links to their personal webpages in addition to their e-mail and snail mail addresses.

## The Guides

RootsWeb's "Guide to Tracing Family Trees" was created by three professional genealogists who have diverse research backgrounds and expertise. The Guides are designed to give you a central place to learn about a variety of topics related to genealogical research. They are divided into individual topics and thirty lessons.

Topics range from "Where to Begin?" to "What's in a Name?" You'll also find lessons on various types of records and documents (e.g., tax records, the Social Security Death Index, census records, church records, fraternal organizations, even city directories and newspapers.) Other topics include heraldry, creating worthwhile genealogies, plus specifics on researching various ethnic groups.

Click on the link "RootsWeb's Guide To Tracing Family Trees" under the Getting Started section on the home page to access these helpful tutorials.

## RootsWeb Review

The premier issue of *RootsWeb Review* was published in June 1998. Now, some 500,000 subscribers around the world receive the weekly e-zine. The *RootsWeb Review* provides news about what's happening at RootsWeb, as well as information on its newest databases, mailing lists, homepages, and websites. It also includes tips on using the many resources at RootsWeb, along with stories and research tips from readers like you.

To subscribe to the newsletter, click on the "Subscribe" link on the homepage. You can also search and download *RootsWeb Review* back issues by clicking on the "View Archives" link on the homepage.

RootsWeb  
hosts the largest  
and most comprehensive  
collection of free  
genealogical resources  
available on the Internet.

## Free Web Pages

In 1999, RootsWeb began offering free Web space to genealogists. Today, more than 11,000 individuals maintain their family history or genealogical-related pages in the freepages (genealogy and history) area of RootsWeb.

Creating a basic website is not as difficult as you might imagine—many people have done it, thanks to easy-to-use HTML editing software. RootsWeb even offers an online editor for those who need some additional guidance.

If you want to build your own genealogy website on RootsWeb, simply request free space by clicking on the "Web Sites" tab on the homepage and following the directions provided.

With everything RootsWeb has to give—all offered freely by devoted family historians like you—there's no reason not to take every advantage of its many resources. Gather up your list of brick walls and dead ends, and go spend some time on RootsWeb.com today. ♪

*Myra Vanderpool Gormley, CG, is the editor of RootsWeb Review and the author of several books. For many years she was a syndicated columnist and a feature writer for the Los Angeles Times Syndicate. Among her awards are the DAR Continental Congress Special Recognition Award and the National Genealogical Society's Award of Merit for distinguished work in genealogy.*



How much do you

# hometown



Kearny, New Jersey, was named for General Philip Kearny, a Civil War hero.



The Schuyler family built Fairlawn Manor in 1719. Razed in 1924, the site gave rise to new homes. (Courtesy Kearny Free Public Library)



A young woman rides a Harley in 1916 through the town park, probably shocking her immigrant parents. (Courtesy George Rogers)

# know about your hometown?

I had been researching my family's roots for ten years when I decided to create a photo essay on my hometown of Kearny, New Jersey. My first introduction to the town's history came during its centennial year when the town historian entered my fourth grade classroom. I was mesmerized by what the woman told us. I visited the main building of the town's public library, and spent hours in the Kearny Room, which was named after resident General Philip Kearny, a military hero, who was killed during the Battle of Chantilly in 1862. The interest remained with me over the years and finally, in 1999, I contacted Arcadia Publishing in New Hampshire to pitch my book, *Images of America: Kearny, New Jersey*.

You might be asking yourself about the relevance of town history to family history. I learned that by researching my town, I was also researching my family's community. I was adding context to my family's history.

There were additional benefits as well. As a result of my book's publication, I had become the *de facto* town historian. I had spent many months documenting the

by **Barbara Krasner-Khait**

# genealogy

town's history: its Dutch beginnings, its participation in civic and national events, its schools, places of recreation, shops, and houses of worship.

I thought I knew it all. But I was very wrong. I could not hold a candle to the senior gentlemen who oversee the town museum. I could not hold a candle to members of local societies and organizations. It was from them that I learned about the local dance marathons in the 1930s; that the town hall once sported a spire that was hit by lightning in 1914, stunning the mayor and town clerk; that General John J.



Civil War veterans bonded with a new generation in front of the New Jersey Home for Disabled Soldiers on May Day in 1927. (Courtesy Kearny Museum)

Pershing visited a personal friend in town and served as marshal for a World War I memorial parade in 1922, which was attended by 25,000 people. I learned that the town was once home to Civil War and other veterans in the New Jersey Home for Disabled Soldiers until 1932.

The book sold well and became a best-seller for the publisher. I was invited to visit the grammar schools and present the town's history to enthusiastic groups of kids, who were fascinated by what their neighborhoods looked like 100 years ago. As I presented, I learned more about Kearny from the teachers. They had lived in different neighborhoods than I, and they had had different experiences. One taught me how to properly pronounce *Tantaqua*.

I learned that my history was missing a key ingredient: people. As with genealogy, a town's history is much more than a collection of names, places, and dates. It's about the social, economic, and even political context in which our families lived. I decided it was time to get personal. I was going to tell the story of the people of Kearny.

I began a new book project—a photo essay on Kearny's immigrant heritage. It was to be a 128-page volume with some 200 photos and captions that would illustrate the town's Scottish, Irish, Swedish, German, Lithuanian,

Greek, Italian, Portuguese, Latin American, Japanese, and Jewish roots.

I began new research applying the skills I have learned through genealogy. I accessed the Ancestry.com 1920 and 1930 online census data to get an understanding of how the town's different ethnic groups lived among each other. I scoured pages across a representative sample of its streets across its nine-mile radius. I included the street I grew up on.

The census was just one of the sources I used to compile the essay. Other sources included numerous interviews with current and former residents as well as visits and calls to local restaurants, churches, shops, and schools. I used the Ellis Island database to help fill information gaps. Several of my contributors had done considerable work on their own family histories, and I consulted with them as well.

My goal was to document an unwritten history. That meant focusing on the people of Kearny and learning how and why their families came to town. Doing so helped me learn my family's community context. You can do the same. Here's how.

## Get the Big Picture

It's a good idea to first get a general idea of your hometown's history. A visit to the local library and the town museum or historical society is a must. During Kearny's centennial period, the town historian documented a great deal of the town's history.

I found a book of local landmarks and their histories as well as an 1895 book of photos published to entice commuters to settle in Kearny. I also leafed through a few local chamber of commerce booklets from the 1940s, a boom time for the town. In fact, several of the town's manufacturing and shipbuilding companies were awarded an Army-Navy "E" for Excellence for service to the war effort.

Through the museum, I found local residents whose hobby had become the town history. One of these took me on a tour of the old copper mines and showed me an old stone wall in Arlington Cemetery that dated back to the Revolutionary War. I discovered that several celebrities had visited the town (including HBO's *The Sopranos* cast, who filmed there—the next time you see Satriale's Pork Store or Pizzaland, think Kearny). There was also a common thread of soccer, beginning with the Irish and Scottish immigrants and continuing today. In fact, Kearny was home to three of the eleven U.S. World Cup Soccer Team members in 1990.

I learned that Kearny began as a piece of property known to the local Lenni Lenape people as Mighgecticok. It was sold by Chief Tantaqua to Captain William Sandford of Barbados in 1688. The 9.33-square mile area was wedged between the Pasawack (now Passaic) and Hackensack Rivers. The Schuyler family settled in what is now known as

New Barbadoes Neck and built a plantation. One of their slaves allegedly discovered copper and mining began. The town was officially named Kearny in 1867.

In 1958, my family moved from a neighboring area to a thirty-year-old home in the section of town called Fairlawn Manor on the site of the former Schuyler mansion. A volunteer at the town museum gave me a copy of the real estate development promotional flyer for Fairlawn Manor from the mid-20s. I researched my street in the 1920 and 1930 censuses to get a feel for the families who lived there, including the original owners of my family's home.

Kearny became a bustling town, providing a perfect site for New York City commuters. Further, because it was situated between Jersey City and Newark with access to major roadways, waterways, and railroads, it became an ideal location for industry and commerce. Beginning in the 1870s and 1880s, immigrants from the British Isles arrived to work at the textile and floor covering mills and plants and brought with them a heritage that's still evident in the town. You may even be familiar with some of the brands: Clark Thread and Congoleum floor coverings.

Kearny was home to other immigrants as well. The first Swedish immigrant, Louis Lindblom, came to town in 1879 and invited friends and family to join him. Eventually, there were three Swedish churches in town. Lithuanians have called Kearny home since at least 1895. Greek immigrants Alexandros Golematis and his sister arrived under the Orphan Law in 1952 and opened the local diner in 1958. Takeji Kusanobu, an importer, came to America in 1894 and was the first Japanese immigrant to settle in Kearny.

When and why did your family settle in your hometown? Who were their neighbors? Where did they worship? Be sure you visit the library and town museum, if they exist. Consult the census, if applicable, and find out who once lived on your street and in your house. Search for photos at

the library, museum, and local newspaper office that show your street, your school, your church, as well as where you played, where your family shopped, and where you ate.

## Establish Municipal Ties

The mayor's office and a local chamber of commerce can help you access more information. For instance, you might want to know the current demographics of your town and

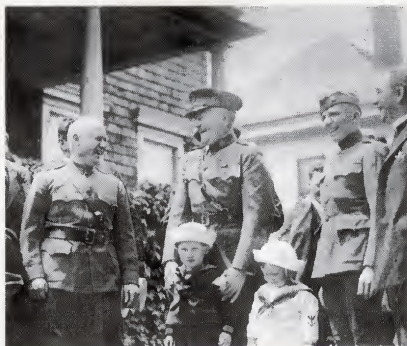
**As in genealogy, a town's history is much more than a collection of names, places, and dates. I decided it was time to get personal. I was going to tell the story of the people of Kearny.**

who the largest employers were. I contacted the mayor's office to enlist his staff's assistance. I could not have asked for a more supportive team. They provided me with census and employment data as well as contacts for local ethnic organizations.

The most recent census data I received from the mayor's office gave the town's ethnic distribution, which includes Irish, Italian, Portuguese, Polish, German, and Scottish ethnicities, among others. I also received a list of ethnic organizations and houses of worship. Later in the process, when I was having trouble getting content to represent Polish and Latin American heritages, the mayor's staff sent me some helpful names and contact information.

## Reach Out to Alumni

There's more to alumni than the proverbial reunion. Each person has a story to tell. I began by consulting Kearny High School's alumni directory and website. On the website, I sorted the database by graduation year, and clicked on any ethnic name I could find, particularly Swedish, German, Italian, and anything Slavic. I sent e-mail



General Pershing's visit to Kearny was so momentous that many townspeople named their children—boys and girls—Pershing. (Courtesy Kearny Free Public Library)



Scotland's Clark Thread opened mills in Kearny, inviting thousands of immigrants to settle there. (Courtesy George Rogers)



Soccer became a tradition in Kearny, exemplified by this 1946 Scots-American team posing on Kearny Avenue.

after e-mail to request help with my book project. A select few, representing Irish, Swedish, Italian, and Lithuanian heritages, replied and provided me with wonderful photos and stories. I began to learn more about the town I had previously known from a skewed geographic perspective. (I lived on the extreme northwest section of town, bordering another town and county.)

I also tried Classmates.com and met with some success there. Further, I thought about all the kids I went to school with and the ethnicities they represented: Italian, Greek, Portuguese, among others. One classmate and I met at a local restaurant for dinner and she gave me the history of the Greek community in town, including the story of her own emigration. Another classmate shared photos of her Italian immigrant grandfather who owned a shoe repair shop. I had known these women since grade school and yet we had never talked about our different heritages.

I remembered my sister telling me that her high school history teacher always showed his slides of Scotland. When I saw on the Internet that he was on the planning committee for his high school reunion, I contacted him. He was a great source of photos and family history. He had a unique perspective because he had immigrated as a child after World War II.



Some 25,000 people lined the streets in May 1922 to commemorate the town's memorial to World War I casualties. (Courtesy Kearny Museum)

The results of alumni correspondence provided me with other perspectives on my hometown—experiences within other neighborhoods, identification of important landmarks and milestones, etc. And all of them gave me perspective from different periods of time. Think about your classmates, both those you knew well and those who graduated before and after you.

Maybe, like me, you'll remember the girl who performed the Highland Fling during school assemblies or the family who ate raw fish with seaweed, or even the boy with

the thick German accent and the boy whose name was so long you couldn't pronounce it. Contact them and ask them about their memories of events, places, and people. You might be surprised what you find out; undoubtedly, you'll find yourself reconnected with your past in ways you couldn't have imagined.

## Have a Bite to Eat

Eating and shopping may provide more than a respite from research. How many times have you gone into a restaurant and seen photos on the wall of what the place used to look like or read its history on the back of a menu?

I focused on Kearny's Scottish restaurants and also visited a fairly new Cuban café and a well-known shoe store. You'll want to plan stops at old neighborhood haunts and even those you're not familiar with. See how the town has changed in addition to researching history.

While visiting your hometown, stop into these places and ask questions. Arrange to meet old friends there.

## Join the Crowd

Your family may have belonged to an ethnic or fraternal organization. I found many of them in Kearny, yet some were well-hidden. For instance, several townspeople mentioned the Scots-American Club,

yet I couldn't find it in any town directory or phone listing. It was purely a word-of-mouth thing. I had to call one of the local Scottish restaurants and ask the owners. When I walked into the tartan-wallpapered club, I found the owner and told him what I was looking for. I even mentioned a few names, including his brother who works at one of the Scottish restaurants. He seemed enthusiastic and said he would pull photos together. I also visited the Irish American Club and walked away with a large panoramic photo of the club's annual picnic.

If you don't find the group you're looking for in a phone directory, you'll have to ask around and rely on word of mouth. You may also find ethnic monuments that name the societies. In Kearny, there were monuments to both the Scottish and Irish heritages. You may even find that the group you want to contact is associated with a church.

I knew Our Lady of Sorrows Roman Catholic Church had close ties to the Lithuanian community. A call there resulted in meeting Elena, a woman active in the community who also worked at Schuyler Savings Bank, a savings

and loan institution started by Lithuanians in the early 1920s. Elena provided me with a fiftieth anniversary volume on the church and its school as well as a history of the community and the bank.

I wondered, how many people in Kearny who weren't Lithuanian knew about this history? Further conversations and visits provided even more depth and breadth—the two community centers, a dance troupe, local dignitaries, and politicians. Around 1970, Elena had organized a dance troupe. She showed me a photo and named each child in it. One of the names I hadn't heard in thirty years was the neighbor of one of my childhood playmates. I had never associated her with a specific heritage.

Be aware that some information may not be housed locally. For example, ephemera and photos for the Jewish community were donated to the Jewish Historical Society of MetroWest in Whippany. Finding knowledgeable people, including community leaders, in your hometown will help you find the hiding places. Networking your sources is a necessary ingredient to successful town research. Begin with those who might remember you and your family. Be ready to show a photo to jog a memory.

## Visit the Church Attic

I had to rely on networking to visit a church. While I was visiting Tada and Seiko Yamaguchi, the aunts of one of my classmates, I mentioned I hadn't been able to learn more about the beautifully architected Swedish church across the street. Fortunately, they knew the caretakers well and gave me the phone number.

One hot Friday afternoon, I spent two hours in the church attic. I uncovered all sorts of photos: confirmation classes, ministers, group outings, Christmas activities, and families. When I remembered that my eighth grade social studies teacher's maiden name had been Peterson, the caretakers took me into a general room to see a display of all the confirmation class photos. There, in the class of 1923, was my teacher, Hazel Peterson. I felt very proud. I wanted to include the photo in the book as a tribute, but we couldn't pry the photo off the poster board.



The spire of Kearny's Town Hall was hit by lightning in 1914 and was never replaced.



The Lithuanian dance troupe included the friend of a childhood playmate. (Courtesy Elena Nakrosis)



A wedding in the home of importer Takeji Kusanobu in 1927. (Courtesy Tomiko Masui)

## A Picture Is Worth a Thousand Words

When hometown people share photos, ask for the story behind the pictures. What was going on the day the photo was taken? When was it taken?

As a friend reviewed my book galleys, I was able to tell him the intriguing stories I had learned about the events shown in the photos: a young girl rides a Harley in 1916 through the town park, probably shocking her immigrant parents; two Japanese American soldiers stand in front of the American Red Cross during World War II, while their father, who settled in town in 1917 and was not a naturalized citizen, was interned at Ellis Island; the adolescent Greek American girl, who was so proud of the purse she bought that day that she held it up for all to see; the Jewish couple who escaped Nazi Germany through Portugal and opened up a shoe franchise because of the town's proximity to New York City; the elderly Lithuanian woman who ran a speakeasy out of the front of her home.

## The Bottom Line

A town's history is more than documenting when buildings were erected and who was mayor. It's about the people who lived there—why they settled there, what neighborhoods they formed, what lives they built for themselves.

Consider sharing your findings with the town itself. I found the community supportive and appreciative of my new written history. It had never before been shared this widely, or shared between ethnicities.

The next time you visit your hometown, remember the people beyond your family—the friends, neighbors, merchants, community leaders—and what made your hometown your hometown. In the process, you'll gain a new understanding of your family's community life and role. *Q*

*Barbara Krasner-Khait writes frequently for several genealogy publications and is the author of Images of America: Kearny, New Jersey and Images of America: Kearny's Immigrant Heritage (Arcadia) as well as Discovering Your Jewish Ancestors (Heritage Quest).*



# A Research Vacation

by Julie Duncan

Judy Ward's interest in her family history began when a friend from work told her about the collections of records that are available online. Genealogy-minded family members shared interesting family facts and stories with Judy, and many of her cousins shared their own well-researched pedigrees with her. After developing her family tree for two years, she felt ready for a trip to England to pursue her ancestors there. Judy's Thayer line traces back to a small community in Gloucestershire, England, called Thornbury, and she wanted to visit the town to see what she could learn about her heritage.

Then Judy entered a sweepstakes held by Ancestry.com and won a trip to visit her ancestral homeland. So she and

her husband prepared for a trip to England, the place many of her ancestors called home.

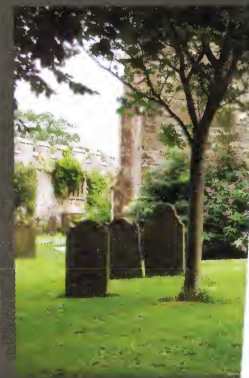
## Ancestral Sites in Thornbury

While in Thornbury, Judy visited the Church of St. Mary the Virgin, which was established in the twelfth century. Judy's ancestors lived in Thornbury from the fifteenth to seventeenth century, and many were buried in the church's cemetery. As may be expected when looking for such old gravestones, Judy found that many of her ancestors' grave markers had deteriorated beyond recognition and had been removed from the cemetery years ago. Nevertheless, Judy enjoyed wandering around the cemetery and getting a feel for her ancestors' burial place.

Thornbury Museum was another destination that piqued Judy's interest. She spent a few hours looking at all of the museum's offerings. Though Thornbury is a small town of about 15,000 residents, it is home to Thornbury Castle, which was built in the sixteenth century. Judy visited the castle, which was refurbished about 200 years ago and is now considered one of the most luxurious hotels in England. As Judy traveled in England, she was impressed by the British people with whom she came in contact. Their appreciation for the centuries of history that resides in their country was evident.

## Touring London

During her trip, Judy also took the opportunity of seeing the famous sights in London. She spent an informative day at the Tower of London, and took numerous pictures there. A tour of Westminster Abbey was the perfect complement to the other sites Judy took in. Buckingham and Kensington Palaces were two other places of interest for Judy and



her husband. They also had tea at the Orangery, which used to be the winter greenhouse for Kensington Palace. Patrons now enjoy the meals that are served at the Orangery under the direction of famous restaurateur Pru Leith.

## The Aftermath

Judy says that her trip “will leave a lasting impression.” Now that she has researched overseas, she tells her friends, “You really need to go!” Judy is not the only person who feels the impact of the trip. Her husband, who was not particularly interested in genealogy before, says that his interest has been piqued by their England experience.

Judy continues to make family history research plans. She has located and would like to purchase three books about the Thayers of Gloucestershire. Additionally, she is excited to explore more of Europe, particularly Scotland. Because Judy has never met the cousins with whom she corresponds online, she hopes that one day she can also attend her family’s annual reunion in Massachusetts. And of course, Judy says she’d love to go back to England.

## Tips for Overseas Research

- Find as much information as possible before you leave home. Judy found the LDS Family History Center near her hometown particularly helpful as she was preparing for her research trip.
- Before you leave home, contact the repositories at which you plan to do research. Search online for additional libraries and points of interest near your destination. Be sure that they are open during the time you will be visiting. Be familiar with the resources they have to offer.
- Document everything you can before you leave. Having things organized will make each piece of information much easier to access when you are on the move.
- Be prepared for any weather. Judy left for England expecting a reprieve from the hot Southern California summer, but she was surprised when England was sunny and warm.
- Take along an address book that lists all of the family names you will be researching. Include birth date, death date, burial place, and any other useful information. Judy found it much easier to carry than her bulky files, and she knew she had all the information she needed.
- Look both ways when you cross the street! If you’re in a country like England, where cars drive on the left side of the road, be particularly careful to look to your right.
- Bring sturdy shoes and be physically prepared for all of the walking you will do. Meandering through a cemetery can take a toll on ill-prepared feet.
- Take some time to sightsee. Chances are that this may be your only opportunity to visit the area. Find out if you can buy some sort of pass that will admit you to a number of the tourist attractions you want to take in.
- Before you leave, decide how you will travel from place to place. Though Judy enjoyed driving in the quieter areas of England, she and her husband did not venture behind the wheel while in London. They opted to use the public transportation system instead.



# Beginning Slovak Research





**N**early 620,000 Slovaks immigrated to the United States during the period of mass migration (1880–1914). While many Slovak immigrants returned to the old country after saving enough money to purchase land there, some 500,000 settled permanently in the New World.

Because of the changing geographical and political borders, language barriers and name changes for towns, villages, and counties, researching Slovak ancestors can often be more challenging than looking for other European kin. When searching for Slovak ancestors, it is often tempting to begin your research across the Atlantic. However, a more practical approach is to first search sources available in the United States, then work back to the country of origin.

Although exotic-sounding Slovak surnames may provide another obstacle when researching U.S. census, immigration, or other records, there are a number of strategies that can be used to find these names in online databases and other indexes.

### Where Is Slovakia?

Slovakia is a small, mountainous country landlocked in the heart of Europe between Poland, Ukraine, Hungary, Austria, and the Czech Republic. Slovakia's history is complex and one of the most fascinating in all of Europe. From the tenth century until 1918, Slovakia was part of the Kingdom of Hungary. In the sixteenth century, Hungary (including Slovakia) became an associated state of the Hapsburg Empire. Between 1867 and 1918 the Austrian Empire was restructured into a dualist state called Austria-Hungary. Because all Slovaks lived in the Hungarian half of the Empire, they were considered Hungarian citizens. For most genealogists, this time period holds the greatest significance.

Before conducting genealogical research, you may want to read a history of Slovakia. For a brief summary, refer to a "Short Chronological History of Slovakia," by Anton Hrnko available online at <<http://slovakia.eunet.sk/slovakia/history-politics/anthem.html>>.

### Find the Village of Origin

Once you have some basic background on the history of Slovakia, your first step is to find the village of origin. First, obtain the immigrant's name and date of birth either from documents or by talking to the immigrant or immediate family members. It is important to ask individuals where things happened to get an understanding of "place," remembering that location is a key component in genealogical research.



## Basic Slovak and Hungarian Research Terms

English	Hungarian	Slovak
aunt	nagynéni	teta
baptism(ize)	keresztelések	krstít'
birth	születés	narodenie(y)
brother	fiútestvér	vlastny brat
burial	eltemetés	pohreb
Catholic	katólikus	katolik
child	gyermek	diet'a
church	templom	kostol, cirkev(ny)
community	község	obec
county	megye	župa
cousin (male)	unokafivér	bratranec
cousin (female)	unokanővér	sesternica
daughter	lány	dcéra
death	halál	smrt'
district	járás	okres
farmer/ (peasant) farmer	földművelő/ földműves	sedliak/ rol'nik
father	apa/atyá	otec
female	lány	žena
godparent	keresztszülő	kmotri
husband	férj	manžel
Jew(ish)	izraelita/zsidó	žid
male	férfi, fi	muž, samec
marriage	házassultak	manželstvo, sobás
month	hó, hónap, hava	mesiac
mother	anya	matka
name (first/given)	név, utónév,	krstné meno
name (last/ surname)	keresztnév családnév	priezvisko
parents	szülök	rodičia
registry/record	anyakönyv(ek)	záznam
servant	cseléd	sluha
sister	novér	sestra
son	fia	syn
town	város	mesto
uncle	nagybácsi	strýc, strýko
village	falú, falva	dedina
wife	asozny	manželka
year	év	rok

Also, ask about documentation for these events in home and family sources such as Bibles, diaries, documents, school report cards, and early correspondence. Family heirlooms, photographs, autograph books, military records, funeral books, and sympathy cards may also provide valuable information.

Determining the town or village of origin is often the most daunting aspect of conducting Slovak genealogical research. Typically, the most important piece of information to trace your ancestors is their place of birth. (Sometimes it's even more important than the immigrant's surname.) This is because most of the information being researched is generally indexed, organized, and stored according to geography—usually in this order: country, county, region, village name.

The best place to begin is with U.S. records. Census, church, immigration, naturalization, and vital records as well as newspapers and compiled family histories all hold valuable clues for determining an ancestor's place of origin. Such records are accessible using traditional research methods and/or consulting free or pay-for-access databases available on the Internet.

Microfilmed records available from the Family History Library may also prove useful. Starting stateside often saves the frustration of researching the wrong family line or making an incorrect assumption about the village of origin. While this method may be applicable to researching any ethnic group, it is particularly useful for Slovak research because of the many complex geographical and political changes.

**Census Records.** U.S. federal population schedules (1790–1930) offer a good picture of a family at a specific time period. While not likely to show an exact place, census records often provide clues for obtaining other documents such as naturalization and immigration records, which may contain specific information on an ancestral town or village.

For East and Central European immigrants, the census returns for the years 1850–1930 often prove the most fruitful. Other sources such as land and probate records, tax lists, voter registration cards, and historical newspapers are excellent supplemental sources to census data and should not be overlooked.

When searching U.S. census records, it is not uncommon to find only a country listed for a Slovak ancestor in the "Place of birth" column, which

is not much help when trying to locate a specific ancestral town or village.

For example, “Slovakia,” “Hungary,” even “Austria” and the conspicuous “Slovakland” (not a real place) may appear. In particular, for the 1930 census, pay close attention to the “Language spoken at home” column to see if “Slovak” is listed, although recognizing that this may not fully confirm a true “Slovak” identity. For the 1920 census, look at the columns under “Nativity and Mother Tongue” for clues.

**Social Security Death Index.** Despite some limitations, the Social Security Death Index (SSDI) is a useful tool for family historians. This database is an index to basic information about persons with social security numbers whose deaths have been reported to the Social Security Administration <[www.ssa.gov](http://www.ssa.gov)>. It is a resource worth checking, both for the ancestor and for other family members. When searching for Slovak names, always be aware of the many variations for spelling both first and last names. In addition, try adding “-ova”—the traditional suffix for Slovak female surnames.

The SSDI may be accessed online at the Family History Library, RootsWeb.com <<http://ssdi.genealogy.rootsweb.com>>, Ancestry.com, and others. Because data and updates will vary, be sure to check all available versions of the SSDI. Depending on the date of birth, it may also be possible to request a copy (for a fee) of the ancestor’s original application for a social security card.

**Vital Records.** Vital records contain information on major life events such as births, marriages, and deaths, and may also list place of origin for an ancestor, his or her children, and siblings. Typically, copies of vital records are obtained either by writing to or visiting the county or state vital records office. Information on how and where to write for vital records is available for each state in books such as *Ancestry’s Red Book* or online at VitalCheck <[www.vitalchek.com/](http://www.vitalchek.com/)>.

Before sending a request, research the specific requirements of the particular office. Fees, turn-around time, and policies may vary. In addition, during the last year genealogists have discovered to their dismay that several states have closed or limited access to previously available online vital records indexes.

When consulting vital records, many genealogists become frustrated to find the birthplace listed as just “Czechoslovakia,” “Hungary,” etc. If available, the corresponding church record may provide more details, often

listing the exact town or village name and sometimes the names of the parents or other close relatives in Europe.

**Church Records.** If you are unable to locate the civil death record, try searching for the equivalent church document—a baptismal, burial, or marriage certificate. Also, try searching obituaries, cemeteries, headstone inscriptions, funeral home records, memorial cards, lodge or fraternal organization burial or insurance records for the desired information.

**Naturalization Records.** Depending on when your ancestor immigrated, naturalization records can provide the exact date and port of arrival, as well as the name of the ship, the port of departure, and the immigrant’s date and place of birth. Pre-1906 naturalization records may be found at the local county courthouse, county or state archives, or in the National Archives, if the immigrant was naturalized in a federal court.

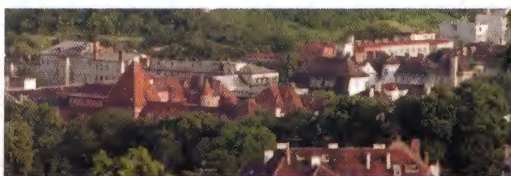
If your ancestor immigrated to the U.S. after 1906, you can also request a copy of your ancestor’s naturalization records. Duplicate copies of post-1906 records are available through U.S. Citizenship and Immigration Services.

**Immigration and Emigration Records.** Immigration and emigration records are useful for locating an individual’s place of birth or last place of residence. You should search both the place of departure and place of arrival.

When looking through immigration records, especially the Ellis Island Database (EIDB), note that “Place of Last Residence” does not always mean place of birth. Another clue is to look for others from the same village since many traveled together. Look also at destination since entire villages sometimes transplanted to the United States, particularly to mining or mill towns during the peak immigration years.

Immigration arrival records (customs or passenger lists) contain information such as “last residence,” “final destination in the U.S.,” “if going to join a relative,” the “relative’s name and address,” and “name and address of closest living relative in the native country.” The passenger arrival lists after 1900 are often the best because they show town of origin, next-of-kin in Europe, and destination. However, unindexed lists can be tedious to search.

The EIDB at <[www.ellisland.org](http://www.ellisland.org)> contains transcribed ship manifests of more than 22 million immigrants (passengers and crew) who came to the United States through the Port of New York between the years 1892–1924.



**Determining the town or village of origin is often the most daunting aspect of conducting Slovak genealogical research—but also the most necessary.**

## Overview of Slovakia's History

<b>623–685</b>	Samo's Empire, the oldest state formed
<b>824–828</b>	The Consecration of the first church (Nitra)
<b>833</b>	The beginning of Great Moravia
<b>863</b>	The arrival of Slavic Apostles Constantine and Method
<b>894</b>	Svatopluk, the Great Moravian Emperor, dies
<b>907</b>	Destruction of Great Moravia
<b>1000</b>	Slovakia becomes a part of the Hungarian State
<b>1241</b>	Tartar Invasion
<b>1515</b>	Reformation movement started
<b>1530</b>	Turkish invasion
<b>1780</b>	The beginning of the Slovak National Revival
<b>1785</b>	The abolition of serfdom
<b>1792</b>	The strong Hungarian influence began
<b>1843</b>	The legalization of the Slovak literary language
<b>1848</b>	The Demands of the Slovak Nation to the Emperor's Court
<b>1848–49</b>	The Slovak Uprising
<b>1861</b>	Memorandum of the Slovak Nation
<b>1918</b>	The Martin Declaration of the Slovak Nation
<b>1918</b>	The origin of the first Czecho-Slovak Republic
<b>1939</b>	The origin of the Slovak Republic
<b>1944</b>	The Slovak National Uprising
<b>1945</b>	The second Czechoslovak Republic
<b>1948</b>	Communist power enforced
<b>1969</b>	The signing of the Decree on Czecho-Slovak Federation
<b>1989</b>	The end of communist power
<b>1993</b>	The foundation of the independent Slovak Republic (January 1)

It also contains links to digital images of original ship's manifests and photographs of the actual ships provided by the National Archives.

**Port of Departure Records.** Many Slovaks were so-called "birds of passage," meaning that they did not necessarily intend to settle permanently in the United States. Slovak men often came over for a year or two just to earn enough money to go back to their homeland and purchase land, and would return later to earn more money. This means there may be more than one entry record for an ancestor, so look carefully at both the "State of Origin," "Place of Residence," and "Destination" columns for port of departure records.

Hamburg and Bremen were the most common departure ports for Slovak immigrants, although some may have used other European ports. The Family History Library has the Hamburg passenger lists on microfilm. Search the online catalog under "Germany, Hamburg—Emigration and Immigration: Auswandererlisten 1850–1934." Note the distinction between direct and indirect lists, and always check both. The Hamburg state archive offers a database, "Link To Your Roots," containing some Emigration Lists of Hamburg at <[www.hamburg.de/fhh/behoerden/staatsarchiv/link\\_to\\_your\\_roots/english/](http://www.hamburg.de/fhh/behoerden/staatsarchiv/link_to_your_roots/english/)>. There is a fee for the service.

Unfortunately, most of the records from Bremen have not survived. Due to a lack of storage space, some lists (1875–1909) were destroyed by Bremen city archivists. Some of the other records were lost during Allied bombing in World War II. However, thanks to an ongoing reconstruction effort, some Bremen Passenger Lists, (1920–1930) can be viewed online at <<http://db.genealogy.net/maus/gate/shiplists.cgi>>.

**Canadian Records.** Some Slovaks immigrated first to Canada and then crossed the border to settle in the United States. Check for Canadian census, immigration, vital, and other records online via the National Archives of Canada at <[www.archives.ca/02/02020204\\_e.html](http://www.archives.ca/02/02020204_e.html)>, inGenecas <[www.ingeneas.com](http://www.ingeneas.com)>, Canadian Immigration Records, Ancestry.com <[www.ancestry.com](http://www.ancestry.com)>, and Immigrants to Canada <<http://ist.uwaterloo.ca/~marj/genealogy/thevoyage.html>>.

## Delve Deeper

Once the name of the town or village in Slovakia is identified, the next step is to determine its location in both pre- and post-World War I. Check maps, printed gazetteers, and atlases—both modern and pre-1918 versions. Also, consult the Family History Library catalog for its extensive collection of books and microfilms of Hungarian and Slovak gazetteers. You'll also want to check the Slovak Gazetteer, which is available online at <[www.iarerelative.com/gazateer.htm](http://www.iarerelative.com/gazateer.htm)>. In addition, some Hungarian county maps prior to 1918 are available online at <<http://lazarus.elte.hu/hun/maps/1910/vmlista.htm>>.

Another way to find a place is to use "Shtetlseeker" at <[www.jewishgen.org/ShtetlSeeker/loctown.htm](http://www.jewishgen.org/ShtetlSeeker/loctown.htm)>. This search will display latitude and longitude for each location and a link to a map via MapQuest. While Shtetlseeker contains many old place names, it does not contain them all. You may need to convert between contemporary place names and old Magyar place names and sort through the obstacle of similar town names occurring in more than one district.



## Search Slovak Records

The knowledge of both the Slovak and Hungarian place names is also important when searching church, vital, census, and other records.

**Parish Records.** Most parishes did not keep records until the 1600s, but some religious groups began the process earlier than others. A law was issued in 1827 in Hungary that duplicate copies of vital records be deposited in the bishop's consistory archive. The churches held all of the official village records for births, marriages, and deaths until 1950, when all church registers were declared to be the property of the state, and those more than 100 years old were transferred to the State Archives (with some exceptions). It is also possible that some records from 1895 to the present are still with the priests of the local villages.

Before the 1800s, most records were written free-hand and often were not columnar in nature. The Hungarian rulers then attempted to standardize the recordkeeping by instituting a tabular recording method. (The actual date varies by parish.) Most of these records are written in either Magyar (Hungarian), Ukrainian, Slovak, or Cyrillic. For assistance with reading and interpreting old records, consult Slovak or Hungarian dictionaries, purchase word lists from the Family History Library, or refer to church record translation websites such as <[www.bmi.net/jjaso/index.html](http://www.bmi.net/jjaso/index.html)>.

Note that church records for several villages were sometimes kept in another parish or in a larger nearby town.

**Civil Registration.** Civil registration in Hungary (including Slovakia) was introduced in 1895. After World War I and the formation of Czechoslovakia, new policies were instituted for the keeping of vital records. Civil registration became the official registration in 1920, and church registers were no longer considered publicly valid.

**Vital Records.** Most records more than 100 years old are now kept in state regional archives (*statni oblastni archivy*). The archives may be searched by appointment, or through a hired researcher. Later records are maintained at the vital records sections (*matricní oddeleni/oddelenie*) of local city offices.

The Family History Library has microfilmed a substantial portion of the records of Slovakia and Hungary. Check the FHL catalog for available holdings.

Vital records research is also possible by regular mail. All written queries should be addressed to:

Slovak Ministry of Interior and Environment  
Archivná Správa  
Krizková 7  
811 04 Bratislava  
Slovak Republic

Websites are available for both the Embassy of the Slovak Republic at <[www.iarerelative.com/embassy.htm](http://www.iarerelative.com/embassy.htm)> and the Slovak National Archives at <[www.civil.gov.sk/snarchiv/uk.htm](http://www.civil.gov.sk/snarchiv/uk.htm)>.

## Internet Resources

### Bremer Passagierlisten 1920 - 1939

<<http://db.genealogy.net/maus/gate/shiplists.cgi>>

### Carpatho-Rusyn Society

<<http://www.carpatho-rusyn.org/films2.htm>>

### Church Record Translations (John Jaso)

<[www.bmi.net/jjaso/index.html](http://www.bmi.net/jjaso/index.html)>

### Cyrillic Alphabet

<[www.omnilot.com/writing/cyrillic.htm](http://www.omnilot.com/writing/cyrillic.htm)>

<[www.volgawriter.com/VW%20Cyrillic.htm](http://www.volgawriter.com/VW%20Cyrillic.htm)>

### Czechoslovak Genealogical Society International

<[www.cgsi.org](http://www.cgsi.org)>

### Ellis Island

<[www.ellisland.org](http://www.ellisland.org)>

### Embassy of the Slovak Republic

<[www.iarerelative.com/embassy.htm](http://www.iarerelative.com/embassy.htm)>

### Family History Library

<[www.familysearch.org](http://www.familysearch.org)>

### Federation of Eastern European Family History Societies

<[www.feeffhs.org](http://www.feeffhs.org)>

### Immigration History Research Center

<[www.umn.edu/ihr](http://www.umn.edu/ihr)>

### Link To Your Roots

<[www.hamburg.de/fhh/behoerden/staatsarchiv/link\\_to\\_your\\_roots/english/](http://www.hamburg.de/fhh/behoerden/staatsarchiv/link_to_your_roots/english/)>

### MapQuest

<[www.mapquest.com](http://www.mapquest.com)>

### National Archives of Canada

<[www.archives.ca](http://www.archives.ca)>

### National Archives and Records Administration

<[www.archives.gov/index.html](http://www.archives.gov/index.html)>

### National Czech and Slovak Museum

<[www.ncsml.org](http://www.ncsml.org)>

### Northeast Slovakia Research Strategies

<[www.iabsi.com/gen/public/index.htm](http://www.iabsi.com/gen/public/index.htm)>

### Shtetlseeker

<[www.jewishgen.org/ShtetlSeeker](http://www.jewishgen.org/ShtetlSeeker)>

### The Slovak Institute

<[www.slovakinstitute.com](http://www.slovakinstitute.com)>

### Slovak Language

<[www.slovak.com/language/index.html](http://www.slovak.com/language/index.html)>

### Slovak National Archives

<[www.civil.gov.sk/snarchiv/uk.htm](http://www.civil.gov.sk/snarchiv/uk.htm)>

### Slovak Pride Database

<[www.iarerelative.com/sh\\_pride.htm](http://www.iarerelative.com/sh_pride.htm)>

### Slovanet

<[www.slovník.psg.sk/](http://www.slovník.psg.sk/)>

### Society for Czechoslovak Arts and Sciences (SVU)

<[www.svu2000.org](http://www.svu2000.org)>

### Steven Morse

<[www.stevemorse.org](http://www.stevemorse.org)>

The archival administration will arrange for searches of birth, marriage, and death registers deposited in the state archives. The only records available for genealogical research by mail (with rare exception) are parish registers of births, marriages, and deaths. Costs for this type of research will vary. Other records, such as census or land records, are difficult to access by writing, but they can be researched in person.

**Census Records.** The earliest censuses taken in Slovakia were head counts for taxation purposes and were carried out according to Hungarian law. Some of the Hungarian census returns have been microfilmed. Most of the earlier census records are either geographically limited or focused around landowners, making the 1869 census the most valuable for genealogical research. It provides each occupant's name, birthdate, birthplace, occupation, religion, ethnicity, literacy, and other information. Consult the Family History Library Catalog under Hungary or Slovakia—Census.

**Other Records.** The Family History Library also has microfilmed copies of some military records (muster rolls/qualification lists), local histories, nobility documents, taxation lists, and other useful records.

## Take Your Research a Step Further

There are a number of ways to go beyond researching individual ancestors and develop a community-based research protocol. Keep in mind that extended families often lived together in Slovakia. It was not unusual for parents, grandparents, children, aunts, uncles, cousins, and in-laws to live under one roof—a practice that often continued in the New World. This is important for genealogists because sometimes information on an ancestor's sibling, cousin, or other relative may reveal a missing detail.

U.S. Census and Immigration records can be used to identify the "cluster communities" of Slovaks that were formed in the United States during the years of peak immigration. Upon searching immigration records, make a note of other immigrants from the same town or village and also note their destination in the United States to see if they settled in the same area. Next, try to build a list of surnames common to a particular village. Contact churches in immigrant communities (clusters) for names, check with local genealogical or historical societies, and search telephone and e-mail directories both in the U.S. and Slovakia.

## Networking: Finding Others

Joining a genealogical or historical society is a great way to find others with similar research interests. In addition, these groups have regular membership meetings and often sponsor local or national conferences.

The Internet is a dynamic networking tool, enabling genealogists to post queries about surnames and localities to Slovak Message Boards/Forums such as those on Ancestry.com <[www.ancestry.com](http://www.ancestry.com)> and Genealogy.com <[www.genealogy.com](http://www.genealogy.com)>. Some researchers will even include surnames and villages in their e-mail signature, or create their own websites. Another good strategy is to submit names to established surname projects, such as the Slovak Pride Database at <[www.iarelated.com/sh\\_pride.htm](http://www.iarelated.com/sh_pride.htm)> or the Slovak Surname Location Reference Project at <[www.slovakinstitute.com/SLRP%20Web/SLRP.htm](http://www.slovakinstitute.com/SLRP%20Web/SLRP.htm)>.

If you decide to research in Slovakia, it could be to your advantage if you are able to locate families living there. Search the Internet using the village and surname. Next, assemble a list of names common to the village and try to find the name of the mayor or priest. Building a village-based community is another way to expand your research. For more information, read the article "Building a Village-Based Community" by Megan Smolenyak, in the September/October 2002 issue of *Ancestry*. You can find it online at <[www.ancestry.com/library/view/ancmag/6810.asp](http://www.ancestry.com/library/view/ancmag/6810.asp)>.

This strategy can result in a real connection to those living in the village or town today. Developing relationships can be most helpful if a visit to Slovakia is planned. Use the Internet to locate travel companies specializing in trips to Eastern Europe.

## When to Hire a Professional Researcher

A professional genealogist or researcher can assist with locating elusive or restricted records in Slovakia. The researcher should be familiar with the area's history and geography and should have established relationships at the archives. For information about a professional genealogist's credentials and fees, consult the Association of Professional Genealogists in America <[www.apgen.org](http://www.apgen.org)>, the Board for Certification of Genealogists <[www.bcgcertification.org](http://www.bcgcertification.org)>, International Commission for the Accreditation of Professional Genealogists <[www.icapgen.org](http://www.icapgen.org)>, or the Czechoslovak Genealogical Society International (Professional Genealogical Researchers for Czech and Slovak Republics) <[www.cgsi.org/base/research.htm](http://www.cgsi.org/base/research.htm)>.

Researching your Slovak genealogy is not so difficult if you follow a step-by-step process. Begin by learning family details about an ancestor. Utilize available U.S. records and online databases to identify the place of origin. Check maps,

atlases, and gazetteers to locate the ancestral village. Consult the Family History Library for microfilmed records, and use dictionaries and translation resources to assist with interpretation.

Whether you choose to conduct research on your own or hire a professional, there are a variety of Slovak records readily accessible both in this country and abroad to guide you along the path to your ancestors. ♪

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## Suggested Reading

Lisa A. Alzo, *Three Slovak Women* (Gateway, 2001).

Angus Baxter, *In Search of Your European Roots* (GPC, 1994).

Thomas Bell, *Out of This Furnace* (University of Pittsburgh Press, 1976).

John P. Colletta, *They Came in Ships: A Guide to Finding Your Immigrant Ancestor's Arrival Record* (Ancestry, 2002).

Alice Eichholz, *Ancestry's Red Book: American State, County and Town Sources* (Ancestry, 1992).

Helen Epstein, *Where She Came From* (Penguin Putnam, 1998).

John A. Hudick, *Finding Your Ancestral Village in Slovakia, Czechy, Ukraine, Galicia and Hungary in the Former Austro-Hungarian Empire* (Self-published, 2002). <[www.slavicroots.com](http://www.slavicroots.com)>

S. J. Kirschbaum, *History of Slovakia: A Struggle for Survival* (St. Martin's, 1996).

Elena Letnanova, *Beginner's Slovak* (Hippocrene Books, 2001).

Jane Lewit and Ellen Epstein, *Record and Remember: Tracing Your Roots Through Oral History* (Scarborough House, 1994).

Daniel M. Schlyter, *Handbook of Czechoslovak Genealogical Research* (Out of Print; Genealogy Unlimited, 1985) ASIN: 0912811021. Check the Family History Library Catalog.

Nina Trmka, *Slovak/English and English/Slovak Dictionary*. (Hippocrene Books, 1992).

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While our ancestors may not have had all the educational advantages that we enjoy today, chances are they spent at least a few years in school when they were young. Some may have even attended college. If you haven't yet looked at your ancestors' school records, you might have a surprise in store for you.

Records are kept for elementary and secondary schools, public and private institutions, colleges, vocational, and specialty schools. You will find records for any number of schools—boarding, preparatory, reform, medical and dental, agricultural, and religious. There are also schools for the visually- or hearing-impaired, or otherwise physically challenged students, that may give useful medical history information on your family.

The most common early school records are school board minutes, but while these may not seem as personal as a record with your ancestor's name on it, you may find such potentially valuable information as teachers' names, references to other records, and local community issues.

Records may be stored at the original institution if it is still in use, or they may be kept elsewhere if the original building was torn down. Check your state archives and historical societies, which often have online catalogs that can be accessed through the Internet.

## Yearbooks

Juliana Szucs, editor of the *Ancestry Daily News*, wrote to her grandfather's alma mater and received a copy of a page from his yearbook with his picture and a brief description of his interests and activities. She also received his report cards for four years. What a find!

Historical societies are excellent sources for high school and college yearbooks. One historical society, for example, has yearbooks for more than 100 junior high and high schools, colleges, and universities, dating back to



## Your Ancestors in A+ Sources

BY PAULA STUART WARREN, CGRS

1907. You might also try the local public library, the school's alumni office, and even eBay. You might even find a yearbook with a message written by a family member.

For more information on yearbooks, see the School category at Cyndi's List. It has links to online sites with yearbook information from 1902 to 1936. Cyndi's List also has links to a smattering of school records from different states and countries including Colorado, Kentucky, Maine, Nebraska, Texas, Ireland, the Netherlands, England, and Denmark.

## Attendance and Grade Records

Imagine finding an old report card for your grandfather or an attendance register with his grades in "reading, writing, and arithmetic." You may learn that he was gifted in math, but found writing difficult. His student records may indicate that he often didn't show up for school at all or that it took him three years to finish the sixth grade.

Roll No.	Name	Age	Sex	Color	Grade	Reading	Writing	Arithmetic	Spelling	History	Geography	Science	Other	Remarks
1	Dorothea Bauer	13	F	W	1st	85	70	84	84	84	84	84	84	98
2	Eliza Wilson	13	F	W	1st	84	70	83	83	83	83	83	83	93
3	Rosa Shaugnessy	12	F	W	1st	83	69	80	85	80	94	84	84	73
4	William Anderson	11	M	W	1st	75	75	72	87	80	94	84	84	77
5	Ethel Simpson	11	F	W	1st	83	70	80	83	80	84	84	84	80
6	Florence Shaugnessy	11	F	W	1st	73	69	77	83	84	83	84	84	75
7	Edwin Bauer	10	M	W	1st	70	78	85	73	84	84	84	84	80
8	Annie Petrin	10	F	W	1st	67	73	61	61	86	80	80	80	80
9	Oren Wallace	10	M	W	1st	85	75	78	77	75	70	75	75	73
10	Elmer Shaugnessy	10	M	W	1st	80	65	80	80	98	80	80	80	78
11	John Anderson	9	M	W	1st	85	76	77	77	87	75	75	75	68
12	Mary Wallace	9	F	W	1st	90	75	78	78	87	75	75	75	75
13	Gillie Hahn	8	F	W	1st	66	66	64	64	72	72	72	72	80
14	Martin Hahn	8	M	W	1st	77	75	80	80	76	76	76	76	78
15	Walter Woodcock	8	M	W	1st	69	69	68	68	72	72	72	72	72

Before you decide that he was a poor student, remember that children living in a rural area may not have attended school in the spring or fall during planting or harvesting season. Many left school early to go to work to help support the family. For many of our ancestors, a high school diploma was a rare and precious accomplishment.

## School Census Records

School census records listed children eligible for public school attendance although not all children would be listed. The age of those included in the census was determined by the regulations regarding school atten-

dance. Each child up to the age of sixteen, eighteen, or twenty-one would be included along with his or her birth date, nationality of parents, and address. Some religious schools also took censuses of the potential students in their area to plan for future staffing and facility needs.

School censuses can be helpful when federal census records are missing, but remember that a census listing does not mean the child attended school regularly or even at all. Children residing in institutions and orphanages, and those already employed, were also listed.

### A Teacher's Life

Some teachers wrote and published accounts of their experiences, as did Della Lutes, who wrote *Country Schoolma'am* and David Stienecker, author of *A Frontier Teacher*. Libraries and special collections may also have teachers' record books or diaries, which might describe a typical day's events at school or mention students by name.

Many state archives and libraries may have compilations of personal narratives of teachers within a certain state, such as *People and Rural Schools of Shelby County*, by Helen Cox Tregillis, and Jay Mack Holbrook's *Virginia's Colonial Schoolmasters*.

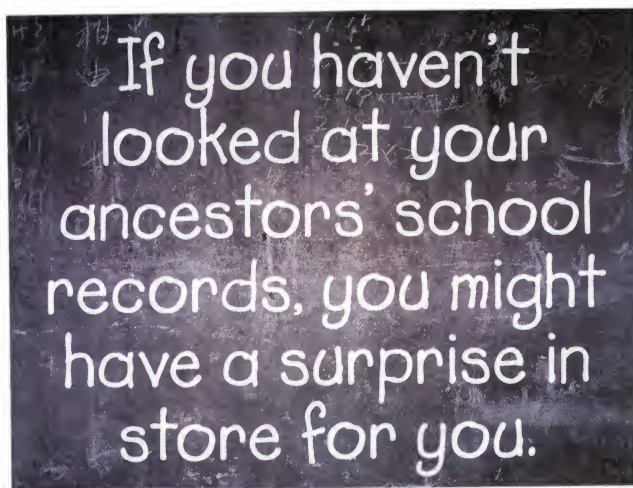
These books may include maps, pictures of old schoolhouses, and portraits of teachers. When checking online sources at local and state historical societies, be sure to cross-check for name and place. A school record or diary may be catalogued by both the teacher's and the school's name.

### Newspapers

The local newspaper, especially in rural areas, carried lists of star students or those with perfect attendance. Par-

ticipation in contests, sports, debates, and other activities, would qualify a student for inclusion in the paper. Travel to a multi-school event for a competition might also warrant a news announcement.

Teachers, too, could appear in the local paper. The beginning of the school year might introduce new teachers and offer the information that Miss Jones was the new teacher and was boarding at the Howard home. (This might also suggest how your ancestor Anna Jones met and married her husband, Oscar Howard.) Today's



newspapers may carry stories of school reunions, even for schools that no longer exist, which could provide the opportunity to speak with your grandmother's surviving friends.

### Begin Your Search

For contemporary local elementary and high school records, telephone the school and ask about their records. The records may still be on-site, or they may be at your state archives or other facility. The records for a religious school no longer in operation might be in an archive for that denomination.

Public school records may be found in a historical library or archive under the school district number, which may be a different number today since so many school districts have been con-

solidated. Archives may have maps and lists of school districts to aid you in your search, and some county tax records will list the school district number on them.

Many colleges and universities have their own archives, often located in the school library, and information on these archives and special collections might be available online. Archives may also have photograph collections that include old schoolhouses, special events, and classroom pictures. For example, the Colorado State Archives is home to a wide variety of school records, with student "promotions" to eighth grade from as early as 1918 and superintendent reports discussing teachers, students, and textbooks used. USGenWeb has a variety of records, and a Google search with the name of the school and location can be effective.

Alumni associations exist for all types and many levels of schools. A website may contain lists of alumni and a history of the school. Alumni offices may have information about the location of records for that school and whether there are any indexes. There may also be an alumni newsletter that tells about graduates.

Genealogical periodicals are also an excellent source for school records, and they often publish lists of students who graduated from schools in the area. The Periodical Source Index (PERSI) has subject indexes to many school records and indexes found in thousands of genealogical and historical periodicals. PERSI will take you to the specific periodical, right down to the exact issue.

Schools, both private and public, are listed in city directories. A school from 1886, however, may no longer exist because that school has merged with another one. A county history

may detail education in the county, and rural plat maps will give the location of schools.

### Access

Some student records may be considered private for a certain number of years. The types of records found for one locality may not exist for another place, even within the same state. Sadly, there is always the possibility that the records no longer exist. As with all other records we use in our research, the records differ by time period and contain more information in more recent years. Additionally, records for religious, ethnic, and many higher-level schools are considered private and might be further restricted. In nearly all cases, proof of relationship and death of the individual whose records you are seeking will be required.

Before you contact a school or historical institution, learn all you can about your ancestor so you will

have an idea of the schools he or she would have attended and the time frame. Most school records are not well-indexed, and if you write to a school and ask for information about your ancestor Samuel Jones who was a student there between the years 1885 and 1910, you may not get much assistance.

Wherever you are in your search for your ancestors, sometimes it pays to go back to the beginning. With the help of current schools, online catalogs, county and school histories, you can learn more about your ancestor's early life than you may have ever thought possible. You may also learn that not only did you inherit your name from Aunt Ingrid; you also inherited your love of history. *2*

*Paula Stuart Warren, CGRS, is a professional genealogist, consultant, writer, and lecturer. She has lectured all across the United States and is a course coordinator at the annual Salt Lake Institute*

*of Genealogy. She is co-author of Your Guide to the Family History Library: How to Access the World's Largest Genealogy Resource.*

## Helpful School Books

Butchart, Ronald E. *Local Schools: Exploring Their History.* Altamira, 1995.

Duling, Gretchen. *Oral Life Histories of One-Room Schoolhouse Teachers: Voices from the Recitation Bench.* Edwin Mellin, 1997.

Kaufman, Polly Welts. *Women Teachers on the Frontier.* Yale University Press, 1984.

Stienecker, David. *Frontier Teacher (How They Lived).* Rourke Book, 1994.

Tregillis, Helen Cox. *People and Rural Schools of Shelby County.* (U.S.A.) H.C. Tregillis, 1984.

Walsh, Edwina. *Schoolmarms: Women in America's Schools.* Caddo Gap, 1995.

# Every family has a story. What's yours?

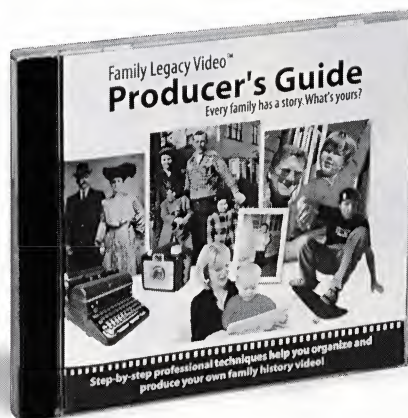
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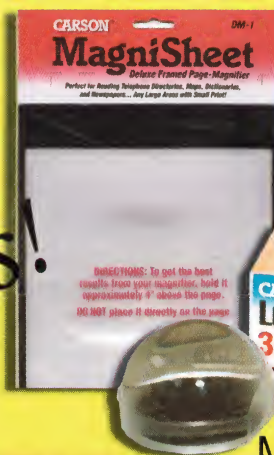
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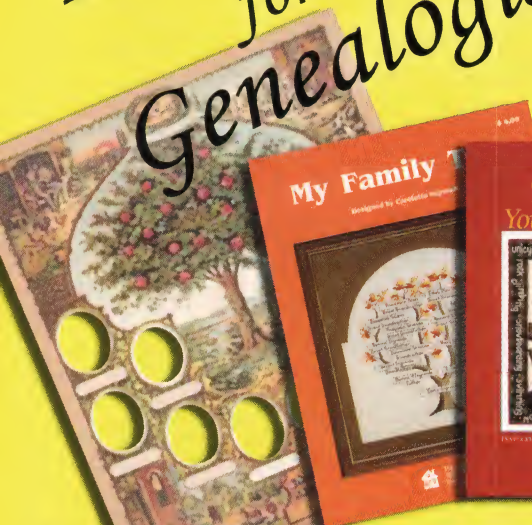
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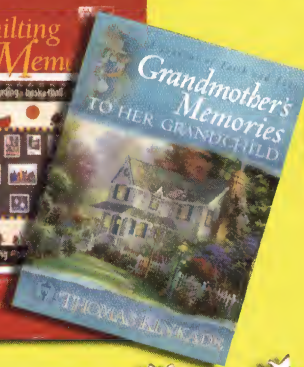
Puzzles & games



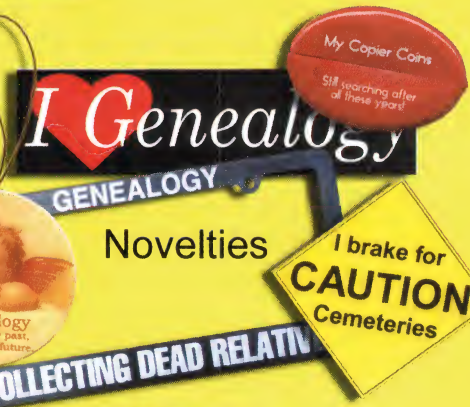
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**H**ow often have we been surprised to find a relative in a completely unexpected place? Why were we so surprised? Where were we expecting to find him or her, and how did that expectation stand in the way of opening our minds to other possibilities?

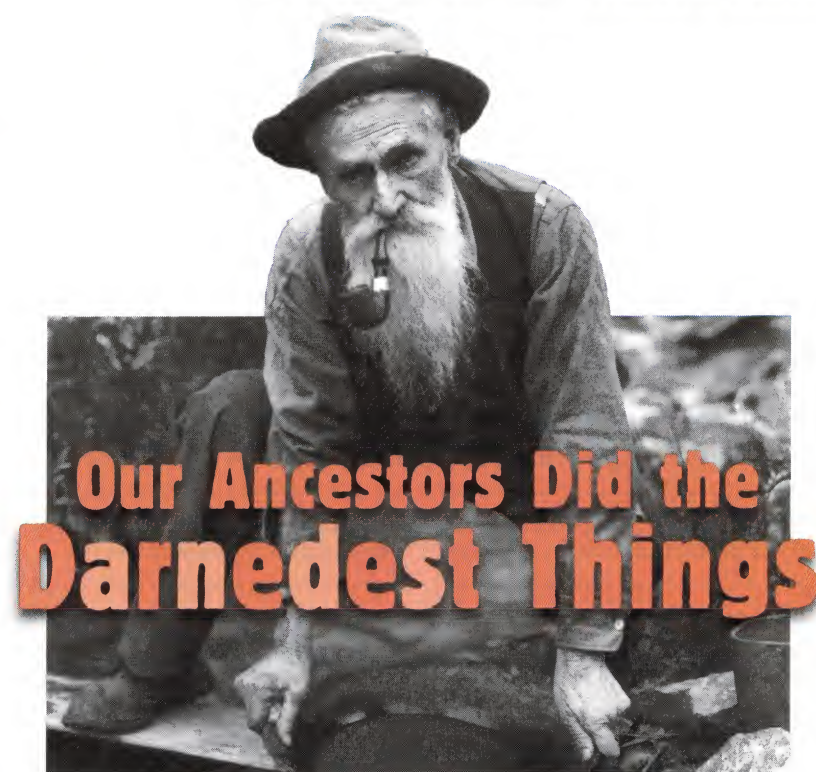
In my research experience, I have learned to appreciate that our ancestors struggled to make a living, to get ahead, and to protect their families—just as we do today. To my chagrin, I have found that they often took unlikely jobs and moved to unlikely areas of the country to create that life for their families—often to the point of complicating and confounding my genealogical research.

I have found that my own thinking often stands in the way of making real progress in my research. The assumptions I have made about my ancestral families have influenced where I search for information and how I interpret the information I find.

In this article, I will highlight a few examples that illustrate the importance of thinking outside of the box in tracking down our often elusive ancestors. I will use my own family members as examples, since I can verify firsthand what the truth is, as well as examples from my professional research work. Many of the names have been changed to protect the innocent, and not so innocent, and to keep my grandmothers from turning over in their graves at my public airing of family secrets.

### Boundary Lines

Early sociologists were interested in defining communities and the boundaries of their influence. One proposed using a rather novel behavioral approach to determine the reach of a community: rut methodology. The approach says that at each major crossroads, wagons would make a deeper rut in the direction of the town where business was conducted, where people went to church, where people visited with neighbors. Sometimes this meant



by Roseann Reinemuth Hogan, Ph.D.

that people frequented communities and towns that were across state or county boundaries.

For example, John Hogan was born in Ohio in 1865. He died in Ohio in 1924. Five of his six children were born in Ohio and all but one died in Ohio between the 1950s and the 1970s. So why can't I find any information on John in Ohio? Because he lived his entire life, from about age eighteen, in Kentucky, just across the river.

It is important to be wary of irrelevant political boundaries in our research. The metropolitan area of Cincinnati and northern Kentucky make up a social unit—obviously one that John Hogan lived in throughout his life. If you're stumped in your research, think in terms of social units, not political subdivisions.

### Surname Changes

People just beginning their family history research often get sidetracked with the many variations in surname

spellings. How can we possibly be related when our names are spelled differently, they ask.

We have all heard the warnings about Anglicized names and what must be incredibly incompetent clerks at Ellis Island, always misspelling names (a popular myth, but that's another story). And all of us must have at least one relative who changed the spelling of his or her name to get a government pension. But forget these predictable name change problems for the moment and consider the possibility that your ancestor just changed his name because he felt like it. After all, we do it today.

For example, a mother, father, and child are listed in the 1990 census with different surnames. Is this a nuclear family or not? In this case, it is. Further research shows that the wife kept her own name after marriage and the son was equally nontraditional. In graduate school, he decided that he so admired his family's original Danish

surname that he decided to change his name. The probate court record reflects the change, but gives no reason for the change.

## Religious Conviction

Similarly, consider the seemingly unorthodox methods of choosing a religion. I was raised Lutheran; my mother's family was mostly Lutheran with the requisite smattering of Catholics and Jews mixed in. I thought my dad was also Lutheran. He was an American soldier who went to Germany and found a bride—and they both turned out to be Lutheran! What luck. Little did I know that my parents simply went to that particular church because of social pressure. The Baptists in the area tended to be Scots-Irish, the Lutherans tended to be German, so voila, a religious turnabout. Could this type of religious “conversion” have occurred in your family history?

## Military Service

No one in their right mind enlists, or is drafted, into the service more than once, especially during war times. And certainly not for opposing sides of the war! But this might not always be the case.

My Uncle Fritz was drafted into the German army at a very early age. His draft occurred at the end of the war when Germany was struggling, and conscription of boys as young as thirteen and elderly men became necessary. So off he went. He served for a few months until the war ended and then he was captured and held for three years as a prisoner of war.

In his early twenties, Fritz decided to migrate to the United States, the land of opportunity. He did all the necessary things: he acquired citizenship, learned a trade, even registered for the draft. Conscribed again. This time he served two years in the army—the

same army that had, ironically, held him as an enemy several years before. He served his time, and upon release became eligible for the G.I. Bill. He later went to college and earned his bachelor's degree in engineering.

If you look at the facts without the background, it seems pretty fishy: German P.O.W. getting money from the G.I. Bill. I wonder how someone might interpret that finding without the real life knowledge of what happened. I can hear it now. There must have been two Fritz Reinemuths born in the same year, in the same town...

## Family Secrets

Indiscretions are, of course, one of the major reasons for distorted information and unexpected results in the records room at the archives.

For example, every record I found on the Stillman family indicated that John was the father of Mary's six children. Church records, birth records, even death certificates showed John's paternity. There was absolutely no reason to suspect anything but a nuclear family with mother, father, and six children. But I was wrong.

In searching the 1880 census for the mother's family, I made a startling discovery. The mother was listed as a widow living with the first three of her very young children in a household, along with “Uncle” John. Further research into West Virginia records showed that Bill was the father of the first three children, and that his brother John was the father of the last three. It turns out that the family was trying to hide the fact that Mary had married brothers and lied to the point that even the children didn't know who their real biological father was.

And Mary had other secrets. Her mother and grandmother both lived near mining camps in town, owned no property, and were unmarried. Census records show no occupation and no nearby relatives or visible means of support. It appears that Mary's family

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An excellent source of information, giving address, occupation/employer, and often wife's or deceased husband's name. Track you ancestor's first/last appearance and changes of address and employment. Some records even give the name of the town to which they moved, or an exact birth date. Most cities and large towns are available from the 1700s to the present, plus London England.

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had several generations of “entrepreneurial” women in it.

## Migration Trails

We have all learned that we should track our family on the basis of large migrations, etc. The fall of the south after the Civil War resulted in migrations to the northern industrial cities. The expansion of the frontier and the California Gold Rush are other typical examples of options that many of our relatives took. Often families migrated with their church groups or with kin or friendship groups.

We know that most people lived and died within a relatively small geographic area. So we design our genealogical research around this premise. But there may be reasons for moving that are unique to the individual and have nothing to do with sociological trends. If we consider this, we open up new avenues of research—in places we don’t expect.

For example, who was Robert Houston? Census records of 1870 show two Robert Simeon Houstons—one living in Kentucky, the other living in Tennessee. They’re the same age, and both were born in Virginia. Of course they are not the same man because one Robert has a wife named Doodlebug and the other has a wife named Elizabeth. The children living with them are different ages and have different names. It’s a different family. Right?

Turns out that Robert was a bit of a scoundrel. His wife Elizabeth was as surprised as our researcher to discover Robert’s other family. The oldest son, for reasons I can’t verify, left Kentucky shortly after the census was taken for the state of Tennessee, found his dad with the Doodlebug in question and hauled him back to Kentucky—sans Doodlebug. Wife Elizabeth died two years after the scandal; Robert died at a ripe old age in the home of one of his daughters.

There’s also the Russian Jewish family who moved from New York

**Remember to think  
outside the box when  
tracking down your most  
elusive ancestors.**



to Los Angeles following the war. We might suppose it was for a job and greater opportunities, or maybe the better climate. No, turns out the family was playing with a Ouija board one night and it told them to move. So

off they went. Every couple of years another child joined them until the entire family resided in sunny southern California.

Make no mistake, the historical trends we follow and the assumptions we make to guide our research are typically valid. In designing our research plans, we should always search in the most likely places for our relatives first. But when they don’t turn up, we need to think about other possibilities.

Mostly, we just need to remember that sometimes our ancestors did the darnedest things. And just when you think you know it all, and have seen it all, they will undoubtedly surprise you again. ♪

*Roseann Reinemuth Hogan, Ph.D., has been researching her family history since 1978. Her special interests include oral histories and social history.*

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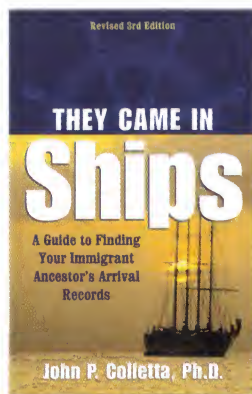
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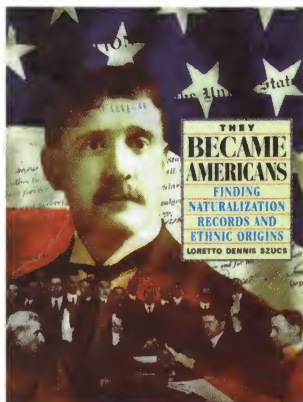


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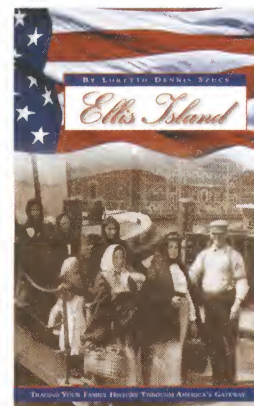


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**B**ecause family historians strive to understand their ancestors and their lives beyond the dates we note on a pedigree chart, a timeline can be used to place our ancestors' lives in historical perspective. Researchers can gain a better understanding of a royal succession, a sequence of military events, or even the history of the universe when a visual, linear representation is placed before them.

A straight line is the shortest path between two points. But in a person's life, the path from birth to death is never straight, even though the time continuum it follows is as straight as our definition of time allows it to be. This temporal relationship—exhibited by matching a person with key events in a given period of time—can enrich our understanding of an ancestor's life.

Timelines often consist of a horizontal line dissected into time segments with pertinent dates and events intersecting the line at the appropriate points. But timelines can also be presented in other forms like graphs, interactive icons on a website, maps, and even pedigree charts.

Timelines provide us with an orderly, encapsulated view of the past. They are clear and structured ways to help us make connections, solve puzzles, and interpret lives. Over the course of history we have measured time to the best of our abilities by taking what nature has given us (the earth's rotation on its axis and its journey around the sun), and dividing it into consistent measurements of centuries, years, days, hours, and so forth. Therefore, we have measurable and logical time patterns with which to structure timelines.

## Timelines and genealogy

Family historians love dates, facts, lines, and charts, so a "line of time" is a natural device. There are a variety of ways to use a timeline. Some uses include:

- Making sense of how two families became one.
- Proving (or disproving) family stories.
- Understanding how historical events influenced an individual or family.
- Interpreting migration patterns.

## Types of Timelines

One of the simplest timelines you can create is not a line at all, but a chronological list of written events. This would more accurately be called a chronology, but it also represents an outline of content, organized by date, that can lead to a more visual timeline. In fact, one of the most memorable "ah-ha!" genealogical moments I've had recently was a result of a very simple chronology.

One of the stories in my family is that my great-grandfather and his brother took on grown-up responsibilities at an early age when their father, Charles Cummings, died at the age of fifty-four. The sons were twenty-five and twenty-three. And although the

youngest of the four children was only ten, it puzzled me that this was an uncommon enough catastrophe for a family at that time that it would still be talked about 100 years later. Was there something missing from our family's oral tradition?

After creating a chronology of family events during the same time period, I could see more clearly that Charles' widow, Hannah Maria (Grinnell), had lost her mother two and a half months earlier, leaving her with a seventy-nine-year-old father to care for in addition to the ten-year-old daughter, as well as the family furniture-making business. One son was summoned home from studying in Germany and another sacrificed his early career to take over the family business similar to George Bailey in *It's a Wonderful Life*. My perspective cleared as a result of a very simple chronology.

## How to Make a Timeline

Although writing a simple chronology is a useful tool in and of itself, it also serves as an outline toward

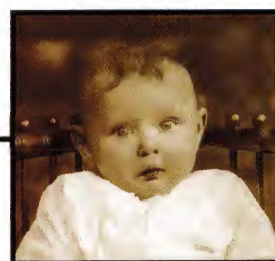
# The



# of



by Laura G. Prescott



# Perspective



# Timelines

creating a more visual timeline. To develop a timeline, ask yourself the following questions:

### **What do I want to accomplish with this timeline?**

Define a particular puzzle you want to solve. As an example, let's use an ancestor's military history. I've mentioned in previous columns that

into our connection to an individual, yet I also want to leave open the possibility of publishing it someday as a methodology example.

### **How will I present it? Graphs, text, linear representation, visuals?**

We already touched on the importance of beginning with a chronological outline, and you may be content to leave it at that. You can color-code or otherwise format groups of related events, include a summary of conclusions, and be done with it. Maps are also a format to consider if, for example, you're following two families migrating westward from different parts of the east, and you want to understand how their two paths merged. Graphs are most common in genealogy because so many of the software programs have companion programs that generate timeline graphs once you select the parameters.

To create a Civil War timeline, I don't want to limit myself to just text and dates. I also want to include portions of letters, photos, and other images to make it an enlightening visual. This may involve a banner-length chart and perhaps a website.

### **How should I divide my timeline?**

Longer time periods need lengthier segments. If you cover a century, you may want to break your line into decades. If you cover a decade, you can separate it into individual years. If you're covering a person's life, you'll want to include some years before and after his or her life. In the case of my Civil War ancestor, I'm starting with events preceding the war and ending after the war. Even though Collingwood died in 1862, his death impacted those who survived

him, which should be reflected in my timeline.

### **What type of events will be important to add to the timeline?**

Let's say you want to trace two immigrant families. You'll need to include events that impacted their decision to immigrate (e.g., wars, changes in religious tolerance, poverty, epidemics) as well as events in the United States that drew them here and determined their final residence.

I am descended from two nineteenth-century German ancestors who emigrated from different parts of Germany for different reasons, had different religious beliefs, and vastly different family groups. But both settled in Erie, Pennsylvania, where they married and raised a family.

For them, I would need to include events from Bavaria and Prussia, as well as information on the overall unsettled atmosphere of the German Empire. My male immigrant ancestor was one of seven brothers, each of whom came to America at different times. I would want to include his family's and the wives' families migration information to see how they may have influenced my great-grandfather's decisions and relationships.

Alternatively, the Civil War timeline I'm working on will obviously include battles, political events, family vital events, and anything that impacted my ancestor's regiment as well as his family in Massachusetts.

You'll want to list all the relevant individual and family events you know of (e.g., births, deaths, marriages, residences) within the time period you've chosen, then intersperse the other pertinent events like wars, local news, epidemics, and even weather, if it may have affected the family or their situation.

### **Where will I get my information?**

Just as you confirm and cite every date and reference in your genealogy,



**We can use timelines and chronologies creatively to place our ancestors' lives into historical perspective.**

my great-great-grandfather Joseph Collingwood wrote hundreds of letters during his days in the Civil War. In this case, I want to follow his military career and match the dates of his letters with his military engagements, the war itself, and life events for his parents, siblings, wife, and children. My goal is not to solve a puzzle, but to gain some insight into the years he served and how they related to the war in general and his absence at home.

### **Who is my audience?**

Do you want to create a timeline for your own research purposes, to share with family members, or to publish in a book or journal? Your final product may be rougher if you create it as a research aid for yourself rather than if you want to impress a family member. An editor will need something polished and irrefutable. The timeline I'm creating is something I'll want to give to my cousins as a package of insights

so too will you need to thoroughly check and document the dates and events you use in your timeline. Footnotes and citations are expected.

DoHistory is one of my favorite websites for making history come alive. Visit <[www.DoHistory.org](http://www.DoHistory.org)> and click on "If you're interested in ... genealogy." Take a look at the section for "creating a timeline" to find additional information about making your own timeline. You will also find several other useful tools and insights on this website.

### Find Pertinent Data

If you have already compiled your family's events for a timeline, but you need to add the dates that relate to your timeline's purpose, you'll find plenty of historical detail in almanacs, encyclopedias, and history books at your local library.

The Internet is also overflowing with dates, timelines, facts, and nearly everything else you could want. Some of the websites I rely on for dates include:

#### [www.historyplace.com](http://www.historyplace.com)

The History Place has data on America's wars, presidents, the Irish Potato Famine, twentieth-century events, and more.

#### [www.hyperhistory.com](http://www.hyperhistory.com)

HyperHistory has links to color-coded "lifelines" and timelines for major civilizations.

#### [www.sbrowning.com/whowhatwhen](http://www.sbrowning.com/whowhatwhen)

WhoWhatWhen has interactive historical timelines where you can plug in a date and find out who was living and what was happening.

#### Google (or your preferred browser)

Search on "timeline" or "chronology" with a place name, time period, invention, or event, and you'll have more hits than you'll know what to do with.

### Use Software

If you use genealogy software to organize and interpret your data, you are probably already familiar with its timeline capabilities. All the programs that support timelines also have links to additional timelines, or event sets, that you can import and add to your charts.

*Reunion* for Macintosh has built-in capabilities for creating timelines and the *Leisterpro.com* website provides additional tools for users. While *Legacy* and *Family Tree Maker* have some timeline capabilities built into their programs, they interact very well with *Genelines*, a timeline charting tool by Progeny Software. It adds significantly to your timeline options. *Family Tree SuperTools* by Wholly Genes Software, producer of *The Master Genealogist*, also works with most Windows-based genealogy programs to create timelines.

### Explore the Potential

Once you take a timeline through a few simple steps, you'll likely discover gaps in your research or discover a correlation you had not previously considered. You will also gain an enhanced perspective of how your ancestors fit into their families, communities, and historical circumstances. In some ways, a timeline can be the outline of a life that leads you into a more compelling work, like a biography or history.

When you work on your timeline, you may discover yourself mentally entering an ancestor's life and historical arena. By doing so, you'll gain a more complete understanding of how your forebears lived and appreciate their unique roles in history and your family's past. ☞

*Laura G. Prescott is the membership campaign director for the New England Historic Genealogical Society.*

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## Maps for Tracking Westward Migration

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**[TA13] Ohio: 1885-87 (2 sheets).** This set depicts the state in extraordinary detail. Tiny communities - often with less than 25 people - are shown, as are the county boundaries, railways, rivers, numerous small creeks, and streams. Inset shows Cincinnati and Hamilton County. **\$11.95**

**[TA7] Indiana: 1864.** This map shows both county and township boundaries, rivers and creeks, and towns and settlements. Roads and rail lines are also indicated. **\$6.95**

**[SA16] Indiana and Ohio: 1873/74.** This map depicts both states during a time of rapid expansion, showing railway lines, cities, towns, county lines, and other important features. **\$6.95**

**[SA31] Indiana: 1880/81.** This map shows the state in excellent detail, locating railroad lines, villages and post office towns, some no longer in existence. **\$6.95**

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**[TA8] Illinois: 1864.** Nicely detailed depiction of this populous area at mid-century showing both county and township boundaries. **\$6.95**

**[SA15] Illinois: 1873/74.** This map depicts the state during a time of rapid expansion, showing railway lines, cities, towns, county lines, and other important features. **\$6.95**

**[SA32] Illinois: 1880/81.** This map depicts the state in great detail, showing villages, post office towns and railroad lines. Useful while working with the 1880 census. 18" x 27" **\$6.95**

**[TA14] Illinois: 1885-87 (2 sheets).** This set depicts the state in extraordinary detail. Tiny communities - often with less than 25 people - are shown, as are the county boundaries, railways, rivers, numerous small creeks and streams. Inset shows Chicago and Cook County. **\$11.95**

### MICHIGAN & WISCONSIN

**[SA26] Wisconsin and Michigan: 1864.** This map shows county lines, named townships, range numbers, roads, railways, as well as the locations of mines and Indian Reserve lands. **\$6.95**

**[SA13] Michigan: 1873/74.** This map identifies railway lines, small towns, rivers and county boundaries during a period of rapid expansion. **\$6.95**

**[TA17] Michigan: 1885-87.** This large scale map locates small settlements, creeks, railways, rivers, streams, county boundaries, and other features not found on smaller maps. Includes the newly created Luce County. **\$6.95**

**[SA33] Wisconsin: 1880/81.** This map locates railway lines, counties, small towns and villages, the northern Indian reservations, and the northern mines. **\$6.95**

**[SA14] Wisconsin: 1873/74.** This map shows the state in nice detail, identifying county boundaries, towns, rivers, lakes and railways. **\$6.95**

### KENTUCKY & TENNESSEE

**[SA2] Kentucky and Tennessee Circa 1825.** In addition to identifying county lines, roads and settlements, this map names many small creeks, river forks, and mountain ranges. 11" x 17" **\$4.50**

**[SA25] Kentucky and Tennessee: 1865.** Towns and settlements, rivers, creeks and county lines are shown in both states, in addition to roads and railways. **\$6.95**

**[SA49] Kentucky and Tennessee: 1890.** This map shows county divisions, towns, villages, rail lines and natural features and identifies many small settlements not usually found on later maps of this size. **\$6.95**

### MISSOURI AND KANSAS

**[SA7] Missouri Circa 1825.** This map shows the Indian and Bounty lands, as well as the Potosi Lead mines, county lines, roads, villages and settlements, rivers and their tributaries. 11" x 17" **\$4.50**

**[SA30] Missouri and Part of Kansas: 1865.** This map includes Kansas east of the 6th Principal

Meridian (Marion-Dickinson-Clay Co. area) and locates county boundaries, forts, railroads, overland routes such as the Pony Express route, the Osage Road, and the New York Indian Lands. **\$6.95**

**[SA20] Missouri: 1873/74.** This map depicts the state during a time of rapid expansion, showing railway lines, cities, towns, county lines, and other important features. **\$6.95**

**[SA42] Missouri: 1880/81.** With an inset plan of the St. Louis area, this map locates counties, towns, villages and small settlements, as well as the important railway lines. Part of eastern Kansas is also shown in detail. **\$6.95**

**[SA19] Kansas: 1873/74.** This map identifies railway lines, small towns, rivers and county boundaries during a period of rapid expansion. **\$6.95**

**[SA41] Kansas: 1880/81.** This map identifies railway lines, counties, small towns and villages, rivers, creeks, and military forts. **\$6.95**

### IOWA, MINNESOTA, NEBRASKA

**[TA10] Iowa and Eastern Nebraska: 1864.** This maps shows both counties and townships in Iowa. The 32 eastern most counties in Nebraska are depicted, as well as Indian reservations, roads, trails, and small settlements in both areas. **\$6.95**

**[SA18] Iowa: 1873/74.** This map depicts the state during a time of rapid expansion, showing railway lines, cities, towns, county lines, and other important features. **\$6.95**

**[SA35] Iowa: 1880/81.** This map locates railroads, counties, numbered townships, small towns, and villages. **\$6.95**

**[SA17] Minnesota: 1873/74.** This map shows the state in nice detail, identifying county boundaries, towns, rivers and their forks, and railways. **\$6.95**

**[SA34] Minnesota: 1880/81.** This map is useful for locating the many small towns and settlements throughout the state. Railroads and a multitude of lakes are also identified. **\$6.95**

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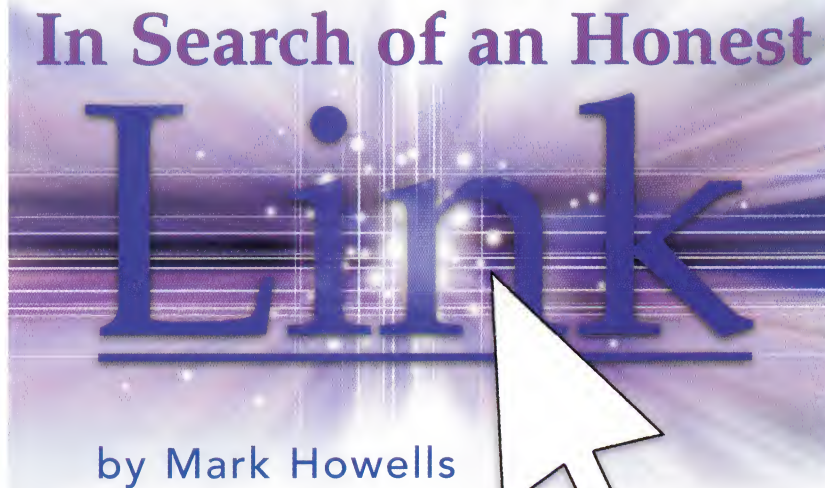
I have clicked on thousands of genealogy links in my time online. I'm not talking about webpages; I'm talking about links to webpages. Links should not be confused with the webpages themselves. Links are the transport mechanism—webpages are the destination. Links are those mostly underlined, mostly blue, mostly text parts on a webpage that magically whisk you to another webpage. Sometimes links are attached to graphics or are otherwise obscured, but you know you've found one when you hover your cursor over something and the cursor turns into a little pointing hand.

Links are tools to get from one web page to another. Just like any other tool, they can either be designed well or poorly by their creator—the referring webmaster. Well-tempered links are a joy to use. They are obvious in function, they clearly identify what they are going to transport you to, and they are kept in working order. Poorly designed links, on the other hand, are difficult to find on a website, obscure as to their intended destination, and often broken.

Web technology has become so ubiquitous that well-designed links are hardly given a second thought. On the other hand, links that are broken are considered failures of upkeep in a rapidly changing online environment. But there is a problem with links that transcends good design or poor maintenance: links that are designed with the intent to mislead.

### The Gory Details

In order to understand the ability of webmasters to mislead their visitors through deliberately created links, it is necessary to understand what makes up a link. We all recognize a link when we see one in our browser. In the background source code for that link, there are two primary components that a link could not exist without: the desti-



nation and its title.

For example, the simple link [Ancestry – Genealogy and Family History Records](http://www.ancestry.com/) is actually coded `<a href="http://www.ancestry.com/">Ancestry – Genealogy and Family History Records</a>`. The link has a destination, which is the URL `http://www.ancestry.com`, and a title, "Ancestry – Genealogy and Family History Records." The angle brackets, equal sign, quotation marks, and other gobbledygook is the HTML programming language that need not concern us for our purposes here. In order for the above link to function, the URL destination address must be correctly formatted. A bad URL means the link will be broken. It's what I call the decorative part of the link, the title, which first concerns us regarding deceptive links.

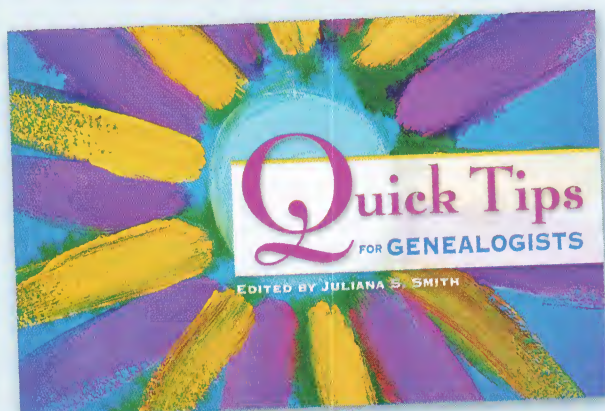
### Bait and Switch

The title of a link is under the control of the referring webmaster

creating the link itself. In the above example, I happened to use the exact title of the destination website. But as a referring webmaster, I can make the title anything (or nothing if I prefer to attach a link to a graphic). For instance, I could have just as easily made the title [Renew Your Invaluable Subscription to Ancestry Magazine Here](http://www.ancestry.com/) with the code `<a href="http://www.ancestry.com/">Renew Your Invaluable Subscription to Ancestry Magazine Here</a>`. Same destination URL, but a different title text.

This is a simple example of the title of a link being under the control of the referring webmaster who created the link. Some of us have fallen for the more severe joke of clicking on a link titled "Disney," for instance, and have subsequently found ourselves viewing a website the grandchildren shouldn't see. That's an extreme form of the bait and switch problem.

You're lured into clicking on a link by its promising title only to find that



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## DO YOU HAVE A MALE RELATIVE BORN BETWEEN 1872 & 1900?

**ALL** males in the U.S. – citizens AND aliens – who were born between 13 Sep 1872 and 12 Sep 1900 (only exception: those already in active duty service) were REQUIRED to fill in draft registration cards – **OVER 24 MILLION MEN!** **EVEN IF YOUR ANCESTOR OR RELATIVE DID NOT SERVE** in World War I (less than 5 million Americans did), his draft registration card contains a gold mine of information such as:

- Full name and address;
- Exact date of birth, age, and race;
- Citizenship status, and, if alien, citizen of what country;
- Employer's name and address (and, nearly always, person's occupation);
- Eye and hair color, height, build, any disabilities (and often whether bald);
- Signature (or mark) of applicant, and date of registration;

Many of the cards also include:

- Exact place of birth (including town in old country, if immigrant!)
- Number and type of dependents – father / mother / minor brothers or sisters / wife / children;
- Marital status;
- Description of any previous military service, U.S. or foreign!
- Any grounds claimed for exemption – religious, occupational, sole support, etc.;
- Nearest relative's name and address!
- Father's exact place of birth (including town in old country, if immigrant!)

Search fees: \$15 (if his residence was rural or small town under 30,000 pop.); \$30 (if larger town/city and you can provide his street address); \$35 (if larger town/city and you cannot provide street address);

Please provide full name, residence in 1917-18 (State, county, and, if applicable, town or city), plus, if known: date of birth, occupation, marital status, and wife's name. Include fee (for each person you are seeking) plus long self-addressed, stamped envelope.

You will receive a photocopy of the actual registration card, front and back, if found, including all information shown, as well as cost estimate to provide all cards of that surname in that local district!

**Paul Douglas Schweikle**

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the destination website is not what was promised. Please note that the destination webpage is not the cause of the problem here. The webmaster who wrote the link that you clicked is the one who tricked you. The Walt Disney Company certainly did not request this sort of unpleasant association in the minds of its potential customers.

Genealogy has its own varieties of bait and switch. Just as you would cite the title of a book exactly for documentation purposes in support of your family history research, the best referring webmasters will have their link titles match the actual webpage title of the destination URL. Now this gets confusing, so bear with me. The title of the link is not required to be the title of the destination webpage. The title of the link is under the control of the webmaster of the referring webpage—the one who created the link. The title of the webpage is under the control of the creator of the destination webpage. If they are the same, it's because the referring page webmaster has matched the link title to the destination webpage title. Using the same title for the link as the link's destination webpage is simply good design stretching back to before the Internet. For example, paper library card catalogs would identify Shakespeare's play *Hamlet* by its actual title, not by the librarian's own preferred description of the play—*Melancholy Dane Tragedy* or something similar.

Unfortunately, a few misguided webmasters are making a hash out of the links they create. I recently visited a county webpage that claimed it contained links to over 2,000 birth, marriage, and obituary announcements. I was suitably impressed when I did indeed see that many links for just one county organized by surname. As I began visiting these links, I found that all

2,000 links pointed to the same five individual webpages. The destination pages had not used the HTML <name> tag to locate each individual surname, so the referring links could not even take my browser to the position on the destination page where that surname occurred.

Some hard-working volunteer had transcribed a large amount of vital record announcements from a local newspaper and put them all on the five destination webpages. Some webmaster had indexed every surname on the volunteer's five pages and created his own index of 2,000 links that point to them. When I clicked on a link titled "Obituary for John Smith," I was sent to the top of a page titled "Obituaries from the Hopkinsville Clarion-Democrat" and was left to my own devices to find John Smith. This is classic bait and switch.

## Look Before You Leap

By this time, experienced Web users should be objecting that I haven't yet mentioned the use of the browser status bar. The status bar is at the bottom of your browser and should display the destination URL of the link you are hovering your cursor over. By keeping an eye on the status bar, you needn't click through on a link to determine where it is intending to send your browser. Using the status bar, you are not dependent on the referring link's title to see where you're going. The status bar, unfortunately, is not user friendly. It shows the destination URL and not the destination webpage's title. So unless you enjoy looking at URLs as much as user-friendly titles, the use of the status bar is not foolproof. Worse yet, it can be defeated by the referring webmaster.

Using an "on mouseover" command within a referring hypertext link with an associated "window.status=" command can hide or change what appears in the status bar as you hover

your cursor over a link. This form of mouseover command associated with a referring link will instruct your status bar to display something other than the destination URL, which is the default. So while you hover your cursor over the link, the status bar will display what the referring webmaster wants you to see instead of the URL of the destination web page.

As with any tool, this has both good and bad applications. In the happy sunlit uplands where referring webmasters want to assist their visitors in understanding what they are about to click on, mouseover commands can display the actual user-friendly titles of the destination websites. In the darker regions, mouseover commands are usually used to prevent the visitor from seeing the actual destination URL by substituting a misleading title, message, or even a false destination URL. You can experiment with these mouseover commands online at <[www.htmlbasix.com/hidelink.shtml](http://www.htmlbasix.com/hidelink.shtml)> to get an idea of how they work and to create examples.

## Text Without Context Is Pretext

Why on earth would any referring webmaster want to use deceptive links? Why would he or she want to mislabel links for visitors or obscure the destinations of links? Perhaps they have their own reasons for purposely misleading visitors. Perhaps they believe that people will not visit their site unless they provide some interesting if not aptly named links. As a visitor, when you see a mislabeled or obscured link, be on your guard. If that is how they treat information for their visitors, I would hate to see these webmasters' source citations for their own genealogical research! ☞

*Mark Howells searches the Web for honest links at [markhow@oz.net](mailto:markhow@oz.net).*

# PASSENGER LISTS

Searches are now available of the following ports for your ancestor's arrival in America.

	<u>Indexes to lists</u>	<u>Pass. Lists</u>
New York City	1820-1948	1820-1940
Philadelphia	1727-1948	1727-1945
Baltimore	1820-1952	1820-1909
Boston	1848-91, 1902-20	1820-1943
New Orleans	1813-1952	1820-1903
Misc. Atlantic & Gulf Ports	1820-1874	most avail.
San Francisco	1850-75, 1893-1934	1850-1875
Galveston, TX	1896-1951	1896-1948
Gulfport, MS	1904-1954	-
New Bedford, MA	1875-99, 1902-54	1902-1942
Portland, ME	1893-1954	1893-1943
Providence, RI	1911-1954	1911-1931
AL, FL, GA, SC	1890-1924	-
Charleston, SC	1820-1829	1820-1829
Savannah, GA	1890-1924	1906-1945
New England	1600's	1600's

Information given on lists generally includes ship's name, arrival date, passenger's names, age, sex, occupation, nationality, and sometimes literacy, destination, class of travel (first class, steerage, etc.), embarkation port, and on 1880's lists, sometimes place of birth!

Beginning about 1890: generally all of the above plus departure date, marital status, race, last residence, name and address of close relative or friend in homeland, how much money carried, whether ever in U.S. before, name and address of a relative or contact in the U.S., health, height, weight, hair and eye color, and from about 1920, planned length of stay and citizenship intentions!

**Search fees:** Index search: **\$19.00** (one passenger / one port) or 3 ports for **\$45.00**  
Pass. List search **\$17.00** (one list)

### IMPORTANT:

Index search AND List search BOTH needed unless you already know name of ship and EXACT arrival date AND port. (If not found in index, List search fee will be refunded.) If port is unknown, I suggest a 3-port search beginning with the (larger) ports at the top of the list. Indexes are generally everyname (not just head of household).

If found on list, photocopies of pages from list showing passenger's name and ship's name will be provided along with cost quote for copy of entire list and for history of ship and shipping line, often including a picture of the ship!

Please provide passenger's name and approximate birth year, port(s) of entry to be searched, approximate arrival date, and any other identifying info., such as homeland, occupation, and names of family members accompanying the passenger.

**"We have found many passengers missed by the new Ellis Island index. Please give us a try."**

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The three Sam Cunninghams

by Donna Cunningham

# Finding The Sams

father Samuel Preston Cunningham, Jr. (Sam<sup>2</sup>), was hit by a train in Houston, Texas, and killed, leaving behind a widow with three small children. His wife eventually remarried and had three additional children. As Sam<sup>1</sup> grew up, he only knew anecdotal information about the Cunningham family, gleaned mainly from the

Cunningham aunts. careful notes. Armed with the family stories, the rumor of a missing novel, and the notes from Cathy, my husband and I began our journey to uncover the true story of the Sam Cunninghams.

I began by doing searches on the Internet, primarily on Ancestry.com. In order to cast the widest net, I entered various versions of the name—Samuel P. Cunningham, Samuel Cunningham, S.P. Cunningham, and even Dr. Cunningham. With each variation, I got slightly different results, depending on how the name had been entered in the source material.

My first strike seemed to be correct; I had found a Dr. Samuel Preston Cunningham in San Antonio. Some of the dates seemed right, but the date of his death was off by two years. My husband and I were puzzled by the inconsistencies between this San Antonio Dr. Cunningham and, Sam<sup>1</sup>, and after further research, we concluded that there had indeed been two Dr. Cunninghams in Texas, and that the San Antonio Samuel Preston Cunningham was not our Dr. Cunningham. We returned to the thread of information on Sam<sup>1</sup>. Dates, places, and events in his life began to emerge.

Our family visits relatives in Texas

**R**esearching my husband's family history has been an adventure. My husband and I started with family stories, and then combined the use of online resources with visits to historical libraries and museums. We faced several challenges, not the least of which was how common our family name is—Cunningham. After a bit of initial difficulty, we were able to zero in on *our* Cunninghams.

My husband was born Samuel Preston Cunningham III (Sam<sup>1</sup>), and he was delivered by his grandfather, the first Samuel Preston Cunningham (Sam<sup>1</sup>), who was a physician. When my husband was two years old, his

Cunningham aunts.

One aunt, Jessie Cunningham Wilson, spent a large part of her life writing a novel, which she said was based on family history. Jessie said that she spent a lot of time and money researching the family's history. She showed parts of her book to Sam<sup>1</sup> years ago, but the location of the completed manuscript was a mystery after Jessie died.

Sam's<sup>1</sup> mother, Jo, was widowed a second time. She remarried, was widowed again, and lived until she was almost ninety-one years old. In her final years, her granddaughter Cathy Cunningham asked Jo to recall anything she knew about the background of the Cunninghams. Cathy took



Sam<sup>1</sup>



Sam<sup>2</sup>



Sam<sup>3</sup>

and Louisiana from time to time, and we decided to use these visits for our research. We drove to Texas from San Diego, visiting relatives along the way, telling them about our project and the type of information we were seeking. In Houston, a cousin reached up to the top shelf of his bookcase and retrieved the long-lost novel, typed and bound in leather. I borrowed the novel to retype and duplicate for other members of the family.

We were excited to think that we had found our own “rosetta stone,” but as I typed, I realized that the novel owed more to *Birth of a Nation* and *Gone with the Wind* than Cunningham family history. Most events were set on a mythical plantation in Alabama during the Civil War. Our research had shown that the family was in Texas during that time. I persisted, however, and about 100 pages into the manuscript, I came across a description of the Cunningham family that included the birth of Sam<sup>1</sup>. He was the seventh son of James Durrah and Margaret Ann Cunningham. The chapter detailed all the children of James and Margaret, listed their approximate ages, and summarized their lives. We are still uncovering factual information based on these fictional descriptions.

On the same trip, we visited the Tyrell Historical Library in Beaumont, Texas, where the family settled. We studied books on turn-of-the-century Beaumont, and looked up census records. After we returned home to San Diego, the staff at the Tyrell Library continued to assist us. They sent us census and telephone directory information, charging us only the cost of photocopying the materials. From their research, we were able to trace the Cunningham family to Antrim County, Ireland in 1679. The genealogical information from Tyrell also confirmed the names of the family as they were presented in the novel.

We visited the Clayton Public

Library in Houston, which has extensive genealogical resources, and found more census records listing James D. and Margaret A. Cunningham and their children, including Sam<sup>1</sup>. We also learned that James and Margaret were buried in the Old Waverly Cemetery in Texas. Old Waverly had been settled around 1850 and was abandoned for New Waverly when the railroad bypassed the old town. At the historical Old Waverly cemetery we found the graves of James Durrah and Margaret A. Cunningham.

I continued my research online after our return to San Diego, learning that it is frequently necessary to repeat the same searches again and again, since new information and sources are added frequently.

Then I subscribed to the census feature on Ancestry.com. It was a gold mine of information. The census data indicates which members of the family lived together, the addresses of their residences, the birthdates and places for all members of the household

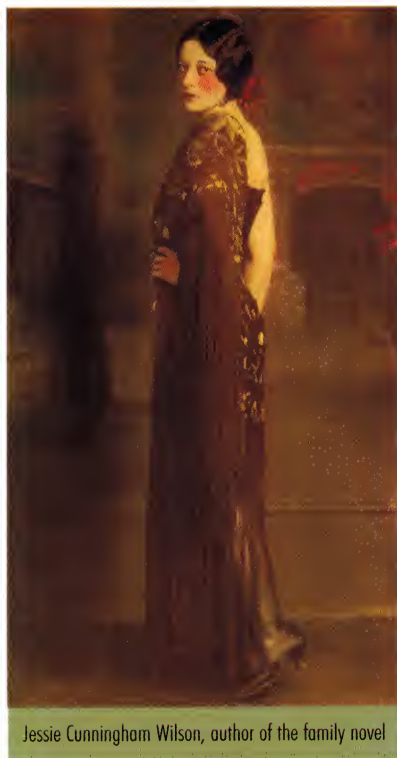
including the children, professions, and places of employment. Depending on the year, other data is included as well, such as whether people could read and write and if they owned a radio.

I filled in my data sheets, and my chronology now included precise places and dates. Since we now had detailed data, we decided that another trip to Texas was in order. We knew that Dr. Cunningham had lived in Elgin, near Austin, and that Sam<sup>2</sup> and other members of the family had been born there. In a book on the history of Elgin, we found that Dr. Cunningham had sold his medical practice and his house to a Dr. King in 1892.

As I worked online, I joined mail groups for the areas where Dr. Cunningham lived. One of the people I corresponded with was Ann Hegelsen, who works at the Elgin Train Depot Museum. She said that Dr. King was a well-known physician, had practiced into the 1940s, and that many people still remembered him. She sent me an e-mail telling me that she had located the house where Dr. Cunningham had lived and practiced medicine. The next time we visited Texas, we made Elgin our first stop. We met Ann Hegelsen and together drove a few blocks to the house. My husband knocked on the door and the current residents invited us in.

In their efforts to restore the house, the owners had found the cistern that Sam<sup>3</sup> had heard about as a child. They showed us where patients used to wait for the doctor to see them, and which rooms were used for the medical practice.

From the census, we knew that Sam<sup>1</sup> moved to Taylor, Texas, so the next morning we drove to the Taylor library. We looked through books on local history and learned that Taylor was a railroad boomtown. The library staff helped us locate microfilm rolls of old town newspapers and other documents. The microfilm yielded



Jessie Cunningham Wilson, author of the family novel



Dr. Cunningham's home in Elgin, Texas

an ad for Dr. Cunningham's medical practice, as well as a listing of the family in a pamphlet from the local church. Using the addresses provided by the census, we found Dr. Cunningham's address in Taylor. The family story was that his wife had divorced him and he had moved away. As we drove the streets of Taylor looking for the two addresses given in the census, we realized that he indeed had moved away—four blocks up the street!

By the time we returned to the Clayton library in Houston, we had filled in a lot of information about Sam<sup>1</sup>, but hadn't yet determined when he left Taylor and where he lived after leaving Taylor and up to his death in Houston in 1928. Looking through books and telephone directories gave us some answers. The census listed Dr. Cunningham as a staff physician in Dr. Greenwood's Sanitarium for Nervous and Mental Diseases in Houston. Subsequently, a telephone directory listed Dr. Cunningham in 1918 as a doctor at the Aviation Camp during World War I. The sanitarium was demolished in 1951 and the site now houses a bank, a hotel, and a Luby's cafeteria. Since we couldn't photograph a historical site, we ate dinner at Luby's.

We still have blanks to fill in, so we will continue our quest to learn more about the Sam Cunninghams as well as other members of the family. We will continue our techniques of combining online resource references with materials from libraries. We learned a lot by visiting the actual places where the family lived. We found that some of our best sources were the ones located closest to where people lived (e.g., telephone directories). We discovered that family stories, though not always true or complete, are good starting points for research.

The reward of our work was the quest itself. We made friends on our visits, both with museum and library staff as well as with other people doing research. We were also rewarded by seeing the entire family react to the results of our quest. We enjoy seeing the interest of the teenagers and young adults as they listen to our adventures in discovering our family roots. ♪

*Donna Cunningham lives in San Diego, California, with her husband Sam<sup>1</sup>. She has three grown children. She recently took early retirement from a career in computers to travel and write. She enjoys using her research skills to solve family mysteries.*

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# Preachers and Printers in the Family

by Donna Potter Phillips

When I began digging into my family history in the late 1970s, I asked my mother about her forebears.

"They were all preachers or printers," she proudly told me. Mom was a healthy not-quite-senior citizen at the time, and her memory was tack sharp. "Why wouldn't she remember correctly?" I reasoned with a beginner's innocence. She seemed so sure of her facts.

But parents don't always know all the facts about the extended family history, nor do they know the correct version of the family stories. I learned this all too soon.

Mom's father, George Louis Gurney, born in 1895 in Chicago, was indeed a printer. He hated the job. In his day, each letter of a word was individually set, then the words were set, etc. These little letters were made from lead, and the dust from the lead gave him emphysema, which killed him in 1964.

His father, Charles  
Wilbur Gurney

(1862–1923), was also a printer. He owned and operated a print shop in Chicago. We have photos of the storefront where a very young Charles stands proudly in front of the shop where "Chas. W. Gurney, Printing" is proudly emblazoned. Charles died from a goiter, a common mid-nineteenth-century Midwestern malady. I have a black metal box with "Chas. W. Gurney" printed in gold on one side that contains some of his printers' tools.

Charles was the son of Aaron Gurney (1832–1891). Aaron was a multi-talented fellow. As an orphaned teen he joined a civil engineering crew that was laying out a railroad line in Indiana. He led the entire crew when the chief engineer was away, displaying great aptitude. But was he a preacher or a printer?

The *Portrait and Biographical Album of Sangamon County, Illinois*, says of him, "Mr. Gurney had determined to enter the ministry at as early an age as the Methodist church would receive him, which was upon attaining to his majority, and two years afterward he was ordained. He was known as the 'boy preacher.' He

continued in the ministry until the outbreak of the Civil War and then entered the Ninth Indiana Infantry as a chaplain." After the war, he returned home to Indiana and became a newspaper publisher and eventually a lawyer.

But preaching was his true love, and he pastored in many churches in the northern half of Indiana until poor health forced him from his horse (his method of travel).

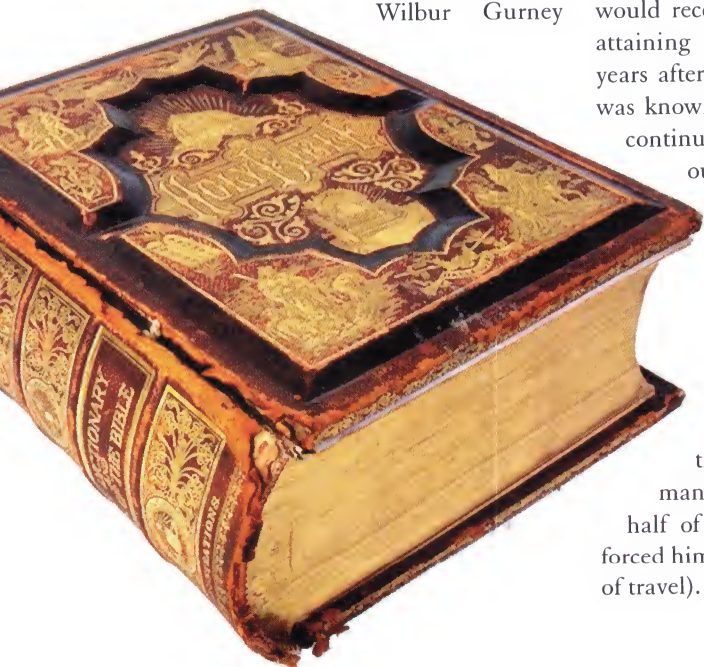
"His sermons attracted the attention of thoughtful people," said a biographical sketch from the *History of the Englewood United Methodist Church*. Sick at heart (both mentally and physically), he returned to the newspaper business, but died in 1891 in Wesley Hospital in Chicago.

Aaron was the son of Charles William Gurney (1805–1841). Charles was a Presbyterian minister to the end of his days. When he died at the young age of thirty-six, his obituary read, "Few ministers of the gospel have labored with greater success. Although he entered the ministry at an advanced age, he labored in over 100 revivals of religion. As a sermonizer, he was close, plain, practical, and convincing..."

Charles was the son of Nathan Gurney (1768–1856). I haven't learned yet whether or not he was a printer or a preacher, but his obituary says that he was a member of the Congregational Church for nearly sixty years. Nathan was the son of Bazeleel Gurney (1737–1822), who despite the Old Testament name, was neither a printer nor preacher. He served his county and fellowmen in the Revolutionary War.

So the final score is two printers, two preachers, and two unknowns. Not bad. Family stories and legends are usually half truth and half fiction, and my family legends are no different. ♪

*Donna Potter Phillips has been an active family historian for the past thirty years. She has written for national and local genealogical publications, taught beginning genealogy courses, and been a genealogy columnist for a local newspaper. Her other hobbies include gardening and reading.*



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